

# **Disability Discrimination Act and Work Based Learning**



**Final report from: KM Training**

**Name of project: Investigating the effectiveness of learning resources**

**Organisation: KM Training**

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## **Executive Summary**

### **What we set out to do**

KM Trainings (KMT) objective was to investigate the effectiveness of a variety of learning resources, focusing on IT based programmes, to support hairdressing apprentices particularly those who experienced learning difficulties.

### **What we actually did**

- We evaluated the resources available at KMT and considered the advantages and disadvantages of each.
- We looked at the systems in place for supporting learners and evaluated the resources against this context.
- We considered learners progress towards achieving their Key Skills exams before and after utilising the resources.
- We sought feedback from the learners using evaluations.

### **Difficulties we encountered**

- Time- a small quantity of representative learners were identified for the project and were asked to complete an evaluation. However, this took longer than expected due to the geographical spread of the learners and the fact that. Any outstanding evaluations had to be sent out via the salons and issues followed up individually.

### **What worked well?**

- In depth-evaluations were a useful exercise for gauging learners' thoughts, particularly in relation to the different resources they have access to.
- The responses were more mixed than anticipated – the Numbershark was not as popular as we would have thought, there was a wider spread in the resources favoured than initially anticipated. This may reflect a preferred learning style.
- By determining some of the sections and headings of the project at the beginning it made it easier to work on the project for smaller amounts of time or whenever an idea occurred. It has also meant that following the initial discussion everything was captured whereas good ideas can sometimes be forgotten after the event.

## **Conclusion**

100% of all learners responded in their evaluations that they preferred access to a variety of resources rather than sole e learning.

## **Aim**

KM Training is a work based learning provider based in two areas, Derby and Scunthorpe. We work solely with one employer, Kieran Mullin Ltd which is a chain of Hairdressing salons. We deliver Apprenticeships in Hairdressing, Barbering and Customer Service.

Our aim at KM Training (KMT) is to improve the support of Apprentice learners with learning difficulties/ disabilities, in the workplace.

We aim to achieve a cost effective, appropriate means of providing these young adults with the learning support they need in the workplace to build their basic skills and thereby achieve their key skills, their Apprenticeship framework and ultimately contribute to their sustained employment.

## **Objectives**

In the workplace it is often difficult to support apprentices who experience learning difficulties appropriately without making use of specialist support sessions with non-vocational providers such as the Dyslexia Institute. This often requires the learner to attend off the job support sessions away from their usual training sessions. This can have the disadvantage of making them feel 'different' to their colleagues.

We have utilised and evaluated a number of different resources for supporting learners with their basic skills, including:

- Basic skills games, which some learners have felt to be too childish. These are difficult to use discreetly meaning learners feel conspicuous when using them.
- Specific basic needs workbooks do not appeal to a wide variety of learning styles and learners quickly get bored with the unvaried activities.

We therefore intend to investigate the effectiveness of a variety of learning resources, focusing particularly on an IT based programme we have recently introduced. We will take into account the advantages and disadvantages of the resources and consider individual learner experiences. We will consider the effectiveness of the resources in relation to the Key Skills exam success rates where applicable. We will focus this study on a sample of learners, from both Derby and Scunthorpe, who have utilised the majority of the resources we have

available. We have included a vignette on each learner, looking at their individual requirements and their experiences on their course so far.

All learners in the sample have completed an evaluation, rating both the resources and the support they have received on their programme.

## Resources

At KMT we have the following resources available for supporting learners with their literacy/ numeracy:

- Numbershark
- Wordshark
- Basic and Key Skills Builder (BKSB) workbooks\*
- Games (a variety of manual board games and 'flip' card games from various educational resource companies, in literacy and numeracy)

When using resources with a learner it is important to consider their individual learning style i.e. their preferred method of learning. Due to the practical nature of the Hairdressing industry our learners tend to be either visual or kinaesthetic. Resources and activities used with learners should reflect this or they quickly lose interest in the resources. Subsequently making it difficult to motivate them to make use of the resource again.

**Numbershark** and **Wordshark** are IT based computer programmes that can be installed either on desk based computers or laptops, allowing the learners to utilise the resource in on and off the job training sessions. The programmes encompass a wide range of topics at a range of levels, learners can look at specific topics to improve their skills in a particular area or they can work through the worded problems, which require them to select the information from the text to answer the question.

Worded problems can be particularly useful for preparing the learners for Key Skills exams as they encourage the learners to select the figures they need from the test and work out the answer. Answers are multiple choice, which reflects the layout of the Key Skills exams. Games are also included within the programmes and learners can either work through the games or, as with the worded problems, play the games that are interspersed with the questions.

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>- Visual - bright, clear graphics</li><li>- Interactive</li><li>- Includes a wide variety of topics at various levels making it suitable for learners of mixed abilities.</li><li>- Discreet – the use of the computer/ laptop means other learners can't see what the learner is working on whereas games are more conspicuous.</li><li>- Tracks individual learner work.</li><li>- Can plan specific sessions and topics to be covered with individual learners.</li></ul>	<ul style="list-style-type: none"><li>- Requires the learner to be competent/ confident using IT.</li><li>- Requires access to IT equipment, either desk based computers or laptops.</li></ul>

Wordshark is recommended by the British Dyslexia Association computer committee as software that can help with the challenge of spelling. The games may help “raise reading and spelling ages” and the “selection of pre-recorded words have been specially targeted to assist those with Dyslexia” (The Dyslexia Handbook 2003).

The **BKSB workbooks** we use are designed to compliment the BKSB Initial and Diagnostic Assessment programme and thus reflect the topics assessed. The workbooks can be photocopied and given out to the learner to either work through within a session or for ‘homework’. They cover entry level up to level 3 although a lot of the workbooks are for levels 1/ 2 making some too difficult for level 1 or too easy for level 2. Whilst topics are summarised and include questions for learners to complete there can be a lot of reading involved which learners don’t always find helpful. Also all topics are presented in the same way meaning learners can forget topics once the workbook has been completed.

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>- Link with the Initial and Diagnostic Assessments</li> <li>- Come with answer guides.</li> <li>- Available from entry level to level 3.</li> <li>- Useful revision tool as topics are summarised.</li> </ul>	<ul style="list-style-type: none"> <li>- Can contain lots of text for learners to read and not enough activities.</li> <li>- Learners quickly get bored with them as each workbook and topic is presented in the same way.</li> <li>- Appeals to limited learning styles.</li> </ul>

\* BKSB Initial Assessment and supporting workbooks from West Notts. College

We have a range of literacy and numeracy **Games** for learners to use either on their own, with the tutor or in groups. The games range from ‘board game’ style games to ‘matching pairs’ and flip cards. There is a range of games available, some covering specific topics, and some covering wider themes.

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"> <li>- Cover a range of learning styles.</li> <li>- Cover a range of topics for both literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>- Not very discreet – learners have feedback that they feel very self-conscious using the games. Learners can view it as a ‘childish’ activity.</li> </ul>

## **Outcomes**

We aim to evaluate the experience from the perspective of the:

- Learner: Apprentice Hairdressers/ Barbers
- Employer: Kieran Mullin Ltd salons
- Tutor: KM Training Ltd

The needs of all stakeholders: the learner, employer and tutor are different but equally important and it is essential therefore that any resources/ support systems which we implement meets needs and ensures a positive experience all round. The objectives for the learners, the employer and the tutors are as follows:

## **Learner**

1. Individual learning difficulties to be identified early on. To be consulted about the results of any initial/ diagnostic assessments and what support will be implemented following this.
2. To be able to feel comfortable/ confident using the IT equipment or to have a manual option if possible.
3. To have developed the basic skills using the IT numbershark/ workshark
4. To have evidence of progress or distance travelled to show timely success/ development.
5. To feel motivated both in the use of the resources and the support process and by the progress/ achievement.
6. To have access to resources appropriate to age, ability and learning preference.
7. To achieve the Key Skills test
8. To achieve the Key Skills portfolio

## **Employer**

1. Minimum disruption to the workplace to ensure staffing levels are maintained and client care is not compromised.
2. Support is built into the allocated training schedule to ensure learners do not miss out on practical skill development in the salons and the workplace is not left short staffed.
3. Support can be completed in the workplace, particularly for learners with no transport to ensure senior members of staff are not absent whilst providing transport to support sessions. Also allows learners to utilise quiet times in the workplace effectively and seek help from their salon mentors/ peers.
4. Flexibility for scheduling the support to ensure busier workplace periods are covered but equally learners do not lose out on their specialist ECU support sessions.

5. Following the achievement of the framework the salon has a regular influx of qualified staff.

## **Tutor**

1. Using the BKSB Initial and Diagnostic Assessments, identify clearly the nature of the support required so that this can be implemented directly and allows for the planning of both the support programme and the Apprenticeship programme.
2. Access to a lap top/ computer at the workplace/ training location to allow the use of the resources.
3. System in place to track the work done using the IT resources
4. Evaluate distance travelled regularly to show progress/ achievement and motivate the learner.
5. User guide/ user friendly IT programme
6. Purposeful and relevant resources so that the benefit is clear.

## **Location of learners**

In both Scunthorpe and Derby basic skills support is provided by KMT on a one to one basis or in small groups, as appropriate on site. This support is to both prepare learners for the Key Skills requirements of their Apprenticeship framework and to develop their literacy and numeracy skills. Dyslexia testing and support is also arranged for learners where needed, working with the Dyslexia Institute following identification at Initial Assessment or soon after.

### **Scunthorpe:**

The Kieran Mullin Ltd. salon in Scunthorpe is situated within an Asda superstore. Theory sessions are delivered at Ashby Link, a local adult educational community centre nearby, where rooms are hired for training. Basic skills support is provided both at Ashby Link, integrated into the training sessions, and at the salon. The room at Ashby Link is well equipped for learners to do computer work, watch videos and work either together with their tutor or independently. We ensure learners have access to resources which support their preferred method and style of learning.

A laptop is used with learners at Ashby Link for Key Skills external testing purposes and for them to utilise the wordshark and numbershark programmes. Within the salon there is a desk-based computer, on which learners complete both the BKSB Initial Assessment and subsequent Diagnostic Assessment. This can also be used for the wordshark and numbershark programmes.

### **Derby:**

KM Training Head Office and training centre is based in Derby, as are the majority of the Kieran Mullin salons. All learners based at the salons in Derby attend training sessions at KMT on a weekly basis. A rota is in place to ensure all learners have access to both theory sessions (NVQ and Key Skills ECU) and practical skill development at our training salon. Learners from the Scunthorpe salon are also invited to spend time at the training salon; some have availed of this resource.

Theory sessions in Derby are delivered at the training centre which has facilities for the theory element of the course including; an Information Technology room and resources to ensure learners have access to their preferred method and style of learning including; text books, videos and CD ROMs.

### **Key Skills Testing:**

In both centres the Key Skills external test is available online. In Scunthorpe the test is taken at Ashby Link on a laptop, in Derby it is taken on a desk based computer although it can also be taken on a laptop in Derby. According to City

and Guilds there is a higher pass rate if learners take the exam online, as opposed to the paper based version. The main advantage from the learners' point of view of doing the test online is that a provisional result is available instantly, whereas with the paper based test learners were waiting up to 6 weeks for results to come through to the centre.

Ultimately City and Guilds intend to offer only the online testing but at present learners still have the choice whether they take the test online or manually. Whilst the paper based option is still available learners who do not feel competent/ confident using IT can do the test manually. However once this is phased out learners will have no choice but to do the test online, which may disadvantage a minority of learners.

So far 100% of learners have opted to take the test online as tests can be scheduled at a days notice and can be arranged to fit in with existing training times and days off. It has also meant that the introduction of the wordshark and numbershark programmes have been timely as they have allowed learners to both use the programmes to prepare for the exam and gives them the opportunity to familiarise themselves with the laptop. Some learners have been discovered to lack confidence with computers and, for example, have struggled to master the mouse pad on the laptop. To help with this KMT has bought a separate mouse for the laptop, which reflects the style used with desk-based computers. We have had to take into consideration the varying IT competencies of the learners and integrate this into the support programme and exam preparation.

## **Apprenticeship framework delivery at KMT**

### **Basic skills**

Basic Skills support is delivered in a number of ways:

1. Total Guided Support – i.e. the learner receives all of their support in a session. It is a very interactive session between the tutor and the learner. This works best on a one to one basis or with new learners to the programme.
2. Individual Support – the learner receives support from the tutor as part of the session but will also complete individual work and tasks. The tutor exists in a more facilitator role. This type of support is useful for small group sessions or more advanced learners.
3. Individual work – the learner is encouraged to work on a task individually with little input from the tutor initially. Feedback would then be given once the task is complete. This is useful to gauge how much a learner has learnt or improved on a particular subject.

### **Derby**

In Derby Basic Skills support is delivered on a one to one or small group basis as appropriate. Sessions take place at KMT and are integrated into the weekly training sessions thus ensuring learners are not taken out of the salons in busy periods. Any additional support required can be negotiated with both the learner and the employer.

### **Scunthorpe**

Basic Skills support is delivered on a one to one or small group basis, although owing to the smaller number of learners based at this salon it is more practical for the salon for support to be delivered individually, ensuring the salon is not left short staffed. Support is integrated into the weekly sessions although any additional support required, for example leading up to a key skills exam, is negotiated with the learner in advance (with the agreement of the salon).

## Learner Data

The table below shows a sample of learners from across the two areas to compare their Key Skills exam pass rate before and after they used the wordshark and numbershark programmes.

Learner	Area	Literacy level	Numeric Level	Learning style	Times taken AON exam before/ after using number shark		Times taken comm exam before/ after using word shark	
					Before	After	Before	After
A	S	L1	L1	Hands on	4	1	4	N/A
B	S	L1	L1	Visual/ Hands on	4	2	3	N/A
C	D	L3	E3/ L1	Auditory/ Hands on	0	3	0	1
D	D	L1	E3	Auditory/ Hands on	N/A	N/A	N/A	N/A
E	S	L1	L1	Hands on	4	2	1	N/A

### Area Key

D – Derby

S – Scunthorpe

- Learners A, B and E all took and passed the Communication exam before the wordshark programme was introduced.
- Learner E has yet to pass the Application of Number exam but has had two attempts so far, all other learners have passed all exams.
- Learner D has proxies for all exams and therefore hasn't had to sit any, however this learner has used a variety of the resources and has therefore been included in this project.
- Further details on all learners can be found in the vignettes on the following pages.

## Vignettes

### **Learner A Scunthorpe**

Learner A was assessed at school as being Dyslexic. She received Additional Learning Support (ALS) throughout her Foundation Modern Apprenticeship programme to develop her literacy and numeracy skills and enable her to achieve the full Apprenticeship framework.

Following her progression onto the Advanced Apprenticeship (AA) the learner continued to require and receive ALS support. For the AA framework Key Skills are required at level 2 and, as the learner did not have any relaxations, she had to complete both the portfolio work and the test.

The Key Skills tests at level 2 are significantly more difficult than level 1 work and many learners struggle with them, often having to sit the test a number of times before passing. Learner A is no exception and had taken the manual test unsuccessfully four times before successfully completing the test on the fifth attempt online. The learner found this process incredibly de-motivating and began each test in a negative frame of mind, feeling she would never be successful.

A number of revision tools were tried and tested and the learner received support in the salon from colleagues. A revision guide was created using examples from past exam papers which was intended to be used as preparation for the exam. The learner used the BKSB workbooks, but found them monotonous and felt they weren't really helping. The learner was reluctant to try the games as she felt everyone would know what she was doing and would pass judgement, on the one occasion she used the games with me she found the whole experience quite difficult. The learner was initially sceptical about using numbershark but liked the fact that the use of the laptop was discreet and nobody would know what she was doing. Subsequently the learner found the numbershark a useful and enjoyable programme to use and passed her Key Skills test not long after.

### **Learner B *Scunthorpe***

Learner B also received Additional Learning Support throughout their Foundation Modern Apprenticeship. The learner has progressed onto the Advanced Apprenticeship framework, which, as detailed above, requires the completion of Key Skills at level 2.

Although this learner had been unsuccessful in the manual tests, the main problem was the fact that the learner did not turn up for the exam. The manual tests had to be taken on a specific date, at a set time and it wasn't easy to schedule them to suit the learners' day off and timetable. Online tests can be scheduled more flexibly. This learner has had two tests scheduled via the online testing system, both of which they have turned up for, the second of which they successfully passed.

Learner B has used both the games and Numbershark as revision tools. The learner has found both resources useful, as they prefer more 'hands on' activities as opposed to workbooks and written work. This learner was the first one to use Numbershark and enjoyed the mix of questions and games. In fact the learner enjoyed the programme so much it was hard to get her off it!

### **Learner C Derby**

This learner did not experience any specific literacy/ numeracy needs at school. Whilst she was using maths on a regular basis working towards her GCSE's she experienced few problems. However now that she has come to take the Application of Number exam at level 1 she is struggling with the topics as she feels she can't remember any of the work from school.

Although the learner initially trained at college as a Hairdresser she is currently working as a receptionist within one of the salons and is working towards an Apprenticeship in Customer Service. Of the Key Skills required, she had previously completed Communication at college, although only the portfolio work was complete not the exam. Thus in addition to the Customer Service NVQ she is required to complete the Communication level 1 exam and Application of Number at level 1 (portfolio work and test). As the learner was quite confident with literacy she decided to take the Communication exam quickly to get it out the way. She passed this exam on the first attempt.

When it came to the Application of Number exam we decided to do some revision first in preparation, the learner was worried that she would find it difficult as she felt she had not done any 'maths' work since school. I had already used the Numbershark effectively with learners in Scunthorpe so I suggested we try it. Whilst the learner initially enjoyed the mix of games and questions she didn't want to use the Numbershark for long and had had enough after 10 minutes. She felt she wasn't learning anything and thought the games were repetitive. Subsequently the learner revised for the exam using only past exam papers. I suggested we try something else such as games or workbooks but the learner was happy to just use past papers and then take the exam. The learner is very impatient and would rather bypass any revision and just have a go at the exam, however this is not effective. The learner had two unsuccessful attempts at the exam but was still adamant that she would revise using past papers only. The learner passed the exam on the third attempt. She has only used the Numbershark programme once.

## **Learner D *Derby***

Learner D received additional support at school with literacy and numeracy, she attended additional sessions which took place within small groups in school hours. Dyslexia is something that exists within her immediate family and thus something which she has been aware of for a while, although she had previously never been tested for it herself. From the beginning of the learning programme this learner has required additional support to work through assignments (in particular structuring assignments and with spelling). Learner D was tested for Dyslexia with the Dyslexia Institute. Following on from the Dyslexia test we offered the learner the opportunity to attend support sessions with the Dyslexia Institute but the learner declined. The learner said she was happy with the additional support she receives in house and didn't feel she would benefit from any outside support sessions. The learner is quite sensitive about her support requirements and doesn't like to appear as though she is doing anything different to her peers.

As the learner is on the Apprenticeship programme she is required to complete Key Skills in Application of Number and Communication at level 1. Her GCSE results have given her a proxy, meaning she has only had to complete the portfolio elements of both Key Skills. The learner completed this work with additional support and continues to require support with assignment work, particularly with the structure, layout and spelling and grammar of the work. Although this has been improving steadily over the course of the programme the learner continues to require some input. The learner does not like using computers and continues to hand write all assignment work, which can result in pages being re-written when multiple mistakes have been made.

The learner has, in the most part, utilised the BKSB workbooks, which she likes using, as it is something tangible that she can complete and look back over if she needs to. The learner finds the workbooks discreet, particularly as workbooks in general are used as a revision tool for hairdressing work. The learner has continued to work through the programme of literacy workbooks to help her improve her spelling and grammar. I have suggested to the learner about using Wordshark and demonstrated to her the computer programme but the learner has been reluctant to try it out. Partly because of the fact that it is a computer programme and partly because she feels that using a computer programme in the training room will draw attention to what she is doing.

For this learner the workbooks have been a more effective learning and support tool than the computer

### **Learner E *Scunthorpe***

Learner E also received Additional Learning Support throughout their Foundation Modern Apprenticeship. The learner has since progressed onto the Advanced Apprenticeship framework.

This learner has also had difficulties with the Application of Number exam at level 2 and has had a number of attempts at the manual exam, all unsuccessful. The learner has mainly been using workbooks as a resource. She was encouraged to try the games but again found them conspicuous and was very self-conscious when she was using them. Online testing has been discussed with the learner, whose main concern is the fact that she is not confident when it comes to using a computer and has never used a laptop before. I demonstrated the Numbershark programme to her and the learner has begun using it both as a revision tool and as a way of familiarising herself with the laptop. So far the learner has found the Numbershark a useful tool and is developing her confidence with the laptop.

## **KMT conclusions**

### **The resource most suited as a revision tool for the Key Skills exam**

The Wordshark and Numbershark programmes are appropriate revision tools for the Key Skills exams, particularly with the exams being online as it allows learners to familiarise themselves with the laptop. This is particularly useful for learners who are not IT competent.

However the workbooks and the revision guide used in-house are also useful as they are tangible resources that learners can use to refresh on topics.

### **The resource which appeals to the widest learning styles**

The most predominant learning style is hands on, which is unsurprising amongst our learners. Because of this the resource, which compliments this learning style, would be Numbershark as it is an interactive resource.

### **The resource most suited to the age of our learners**

Both the workbooks and word and numbershark are suitable for the learners and can be used at different levels to support the learners effectively. The games appeal only to a limited number of learners as they are conspicuous and the act of playing games is associated with young children rather than young adults.

## **Learner conclusions**

### **The resource most useful for improving literacy/ numeracy/ preparing for exam**

Workbooks and working with tutors were the resources learners found most useful for improving literacy/ numeracy skills and preparing for the exam. Numbershark was in second place.

### **The most appropriate resource (in terms of age, ease of use and relevance)**

Working with tutors was deemed the most appropriate resources by learners, with the Workbooks and Numbershark in joint second place.

## **Conclusions**

The most popular resources are the workbooks as well as IT programmes (Wordshark and Numbershark). This was surprising, as we had looked into alternative resources as a way of moving away from the workbooks as we felt the learners weren't getting enough out of them. Learners fed back that they like the fact that the workbook is something tangible, which they can return to and re-use.

The issue of learners IT competence and confidence was clearly more of a factor than initially anticipated.

All learners have access to a range of resources and receive regular support from their tutor, which they would rate as the most important factors in delivering an effective support programme.

## Learner Questionnaire

1. What areas of your course do you need the most help with?

<i>Comments:</i>

2. What do you find most difficult? (please circle)

Application of Number/ Numeracy                      Communication/ Literacy                      None

3. What style of learning do you prefer? (please circle)

	Not at all		Prefer the most
Visual	1	2	3
Auditory	1	2	3
Hands on	1	2	3

4. If you receive learning support what works best for you? (please circle your most preferred options)

Weekly            /            Fortnightly            /            Just whenever I need it

Working with a tutor    /    Individual work to do    /    Mixture of both

Workbooks    /    Computer    /    Games    /    Mixture of resources

Other (please comment):

5. Do you feel confident using a computer/ laptop? (please circle)

Not confident				Very Confident	
1	2	3	4	5	

6. What resources have helped you best in preparing for your exams/ improving your numeracy/ literacy skills? (please circle)

	Least				Most
Workbook	1	2	3	4	5
Number shark	1	2	3	4	5
Wordshark	1	2	3	4	5
Games	1	2	3	4	5

Working with tutors            1        2        3        4        5

Other (please comment):

7. How appropriate do you feel these resources are for you? (age, ease of use, relevant to your course) (please circle)

	Not really				Very
Workbook	1	2	3	4	5
Number shark	1	2	3	4	5
Wordshark	1	2	3	4	5
Games	1	2	3	4	5
Working with tutors	1	2	3	4	5

Other (please comment):

8. Are there any ways which we could improve the support we offer?

<i>Comments:</i>

## Learner Questionnaire: Results

**1. What areas of your course do you need the most help with?**

- Maths – I struggle with numbers and always need to re-sit any maths exam, either written or on the computer.
- Maths paper and sometimes how to explain something in my assignments.
- My writing with grammar and my maths
- Mostly application of number for my key skills tests which I needed a lot of help with, I have passed now!

**2. What do you find the most difficult?**

Application of Number/ Numeracy	4
Communication/ Literacy	1
None	0

**3. What style of learning do you prefer?**

Learning Style	1 (not at all)	2	3 (prefer most)
Visual	0	4	1
Auditory	0	3	2
Hands On	0	0	5

**4. If you receive learning support what works best for you?**

Weekly	Fortnightly	Whenever I need it
2	1	3

Working with a tutor	Individual Work	Mixture of Both
3	0	3

Workbooks	Computer	Games	Mixture
3	2	0	2

(Some learners selected more than one option for this question)

**5. Do you feel confident using a computer/ laptop?**

<b>Not Confident 1</b>	0
<b>2</b>	2
<b>3</b>	1
<b>4</b>	2
<b>Very Confident 5</b>	0

**6. What resources have helped you best in preparing for your exams/ improving your numeracy/ literacy skills?**

<b>Resource</b>	<b>1 (least)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (most)</b>
Workbooks	0	0	0	1	4
Numbershark	1	1	1	0	2
Wordshark	0	1	2	0	0
Games	0	2	1	1	1
Working with Tutors	0	0	0	1	4

*Comments:*

- I prefer working with a tutor as I seem to learn easier.

**7. How appropriate do you feel these resources are for you? (age, ease of use, relevance to your course)**

<b>Resource</b>	<b>1 (least)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (most)</b>
Workbooks	0	0	0	3	2
Numbershark	0	1	2	0	2
Wordshark	0	0	2	2	0
Games	0	2	0	1	1
Working with Tutors	0	0	0	1	4

**8. Are there any ways which we could improve the support we offer?**

- I think the Maths exam should show what answers you got incorrect on the computer.
- No the help is fantastic