

Information Advice and Guidance: Qualitative Responses from Intermediary Groups

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Summary

1. This report analyses the qualitative responses from intermediary groups (e.g. Colleges, Voluntary Organisations, the Careers Service) regarding the provision of information, advice and guidance by the Scottish Executive. The aim of the study was to identify whether any specific form of information, advice and guidance and particularly, the Funding for Learners leaflets, the Funding for Learners website and the Student Support and Benefits Advice Service is preferred by different intermediary groups. This will influence targeting strategies and highlight whether any improvements are necessary.
2. Although this small scale study generated both quantitative and qualitative data through two on-line questionnaires, due to the low participation rate the quantitative data generated through this research had limited value and will therefore not be reported. However, the qualitative results provide some interesting comments regarding intermediary groups' perceptions of information, advice and guidance, and will be discussed herein.
3. The qualitative data suggested that some respondents had not received the Funding for Learners leaflets in the first instance, which may have contributed to the low participation rate. However, the respondents who had received the leaflets were largely positive about the presentation of the publications and their concise nature, which made them easy to access, read and understand. Respondents also emphasised the importance of the publications. However, some negative comments were raised. Some respondents felt that they had been distributed with too many copies of the leaflets and some found the leaflets too detailed, while others called for additional information. Tension between whether to merge all of the leaflets into one document, or whether to have information booklets tailored to the needs of specific audiences was also apparent.
4. A variety of other key groups were identified as in need of a specific leaflet. This included carers, older learners, voluntary organisations, lone parents and homeless people, but the list identifies further groups for consideration. However, the research failed to establish which groups were most in need of specific publications and whether this need varied according to the intermediary group that was providing the information. Other improvements were also suggested by respondents. These included better promotion of initiatives, bigger font size and more Highlands and Islands information.
5. Few respondents commented on the Funding for Learners website and no comments were provided with regard to the Student Support and Benefits Advice Agency. This is likely to be a result of the low participation rate, as well as the relatively limited number of respondents who had accessed the website in the recent past or who knew about the support service.
6. As a result of the methodological challenges encountered during this study, future research into information, advice and guidance should consider how to improve targeting, or should consider alternative methods of research, such as telephone interviews.

Background

7. The Funding for Learners Review gave a commitment to improve funding for information, advice and guidance (IAG) for adult learners. The Scottish Executive recognises that the lack of clear IAG represents a failing of the current system of learner support. In particular, the provision of IAG on learner support is fragmented, there are gaps in provision as well as duplicate and inconsistent information, and key stakeholder interactions are not co-ordinated. As a result, there is an important opportunity to improve the nature of the information, advice and guidance and the efficiency of its communication and dissemination to both learners and potential learners. The resulting aim of the Scottish Executive is to continue to work to implement the agreed actions and to determine how to best monitor and evaluate their impact on learners.

8. Under the Funding for Learners Review, the IAG Project was established in May 2004 with the target of developing and implementing proposals to improve IAG on funding for learners in Scotland. The two principal objectives of the IAG Project were set out as follows:

- Clear, straightforward, accessible and user-friendly from the perspective of the learner and/or potential learner.
- Delivered efficiently, effectively and coherently by delivery partners, intermediaries and IAG practitioners.

Further to these two objectives, three proposals emerged from the IAG Project in December 2004. These were to provide Funding for Learners (FFL) leaflets, establish a FFL website and to make provision for a Student Support and Benefits Advice Service.

Aims and Objectives

9. This small scale study was performed by the Enterprise, Transport and Lifelong Learning Department of the Scottish Executive in order to evaluate the Information Advice and Guidance leaflets, website and Student Support and Benefits Advice Service. The purpose of the study is to identify whether a specific medium of information, advice and guidance is preferred, which would influence targeting strategies and highlight whether any improvements are necessary. To achieve this aim, the Scottish Executive sought the perceptions of intermediary groups through two short questionnaires which were accessed and completed electronically via the Internet. Despite learners' varying needs, there remains a need for learners to know what opportunities are available, where and when, the time and costs involved, the nature of the programme, the qualification (if any) that will be obtained through completion of the course and any practical assistance that will be made available to them. The role of intermediaries such as Job Centre Plus, Colleges and Voluntary Organisations is therefore essential to the provision of efficient and accessible IAG.

10. The first questionnaire considers the Funding for Learners leaflets and the second focuses on the leaflets, Funding for Learners website and the Student Support and Advice Benefits Service. Nevertheless, analysis has uncovered a worryingly low participation rate which has led to serious reservations about the reliability of the data. As a result, there are related concerns about whether any meaningful conclusions can be deduced from the results. Following these concerns, the quantitative data has not been reported; discussion will make reference only to the qualitative responses, providing indicative results of intermediary groups' perceptions of information, advice and guidance.

Methodology

11. The data was gathered through two questionnaires which respondents were asked to complete on-line. On-line questionnaires are typically regarded as a cost effective and time efficient methods of research and can be beneficial, allowing sub-samples of the population to be researched by selectively displaying the questionnaire on certain websites. Effective sampling is nevertheless challenging. On-line methods are not based on probability sampling, but on volunteer sampling. In other words, recipients are not selected at random from the population

being studied, but are typically drawn from an unrepresentative sample of individuals who have accessed the website. Such a sampling technique often negatively impacts the number of responses attained.

12. The first questionnaire (Appendix A) considers the Funding for Learners leaflets, namely:

- Your Guide to Funding 2005/06
- Students with Dependent Children 2005/06
- Support Available for Part-time Students 2005/06
- Guide for Disabled Students 2005/06
- Guide for Asylum Seekers 2005/06

This questionnaire was directed principally at Job Centre Plus, Colleges, Voluntary Organisations, Schools, Community Learning Centres and Private Training Providers, as these were the intermediaries which were considered most likely to use only the Funding for Learners leaflets. The second questionnaire (Appendix B) comprised of the same questions as the first questionnaire, relating to leaflets. However, a further two sections were included, which refer to the Funding for Learners website and the Student Support and Benefits Advice Service. This questionnaire was directed at Colleges, Universities, NUS, Community Learning Centres, Careers Scotland and the Citizen Advice Bureau, as these intermediaries were considered most likely to use each of the three forms of IAG.

13. In total, 4,840 questionnaires were presented to intermediary groups, with questionnaire 1 being presented to 4,668 and questionnaire 2 being presented to 172; the breakdown is illustrated in table 1 below.

Table 1 – Breakdown of Intermediary Groups

Questionnaire 1 (Leaflets only)		Questionnaire 2 (Leaflets, website and SS&BAS)	
Branded Centres	488	Colleges	47
Schools	450	Universities	22
Job Centres	166	Career Officer	5
Citizen Advice Bureau	68	Community Learning	35
SCVO	3,500	NUS	63

14. Measures were taken in an attempt to secure a reasonable response rate, with reminder emails being sent out to participations where possible. However, intermediary groups that were providers of IAG were difficult to access. Access to appropriate individuals within Universities, for example, was dependent on one University representative disseminating the email which provided a link to the on-line questionnaire; it is unclear how widely this information was spread. Voluntary organisations were also particularly difficult to access. The sole method of encouraging participation was to advertise the research in a general publication that is disseminated to all voluntary organisations in Scotland. As a result, there was no means of establishing how many voluntary organisations had read the advertisement, which meant that the number that should have been included in the sample size could not be determined.

15. The questionnaires gathered both quantitative and qualitative data. They ask for predominantly tick-box answers, and include ranking scales where respondents are asked to rank publications in order of importance. As a result of the difficulties associated with targeting the questionnaires effectively, the response rate was particularly low, negatively impacting the reliability of the quantitative data. The width of the confidence interval (9.11 per cent) indicates that more data should be collected before any inferences can be drawn from the data¹. For instance, if the data uncovered that 45 per cent of respondents stated that they had received the leaflet 'Your Guide to Funding', the percentage of those who had received the publication could be anywhere between 36 per cent and

¹ Confidence intervals should ideally be five per cent.

54 per cent, again emphasising the limited reliability of the data. It was therefore inappropriate to make reference to the quantitative results.

16. Despite the problems with the quantitative data, the qualitative responses were of interest. The questionnaires ask a number of open questions in order to generate illustrative data and also to add depth to the numeric data. Although there were limited responses to the open questions, some interesting comments were made, which may be considered as indicative of the perceptions of intermediary groups. However, consideration should be taken of why there were so few responses to the open-ended questions. Possible reasons may be that the questionnaire was not targeted effectively and therefore, recipients could not comment on IAG as they had not received the IAG leaflets or heard of the website or advice service in the first instance.

Receipt of the Publications

17. Some qualitative comments suggested that respondents had not received any of the publications.
- *Unfortunately I have not received any of these booklets. Have attached contact details should you wish to discuss.*
 - *I have never seen any of the above leaflets!*
 - *As you will see from the sections completed - I have not received any of the above leaflets and would appreciate a copy of a 'Guide for disabled students'.*

The low response rate for the questionnaire and the low number of responses to certain questions may be a result of certain intermediaries not having the publications in the first instance. It is therefore necessary to consider who the questionnaire was directed at and whether the recipients were appropriate (i.e. whether they were IAG providers and if so, whether the methods of IAG had been disseminated appropriately). Indeed, one respondent commented that dissemination issues may be at play: *The DEA's in all Job Centre Plus offices would benefit from these leaflets. I do not know of any being circulated. Perhaps you could send some out.* Dissemination issues regarding the leaflet and targeting strategies used to publicise the questionnaire are therefore likely to be problematic.

Features of the Leaflets Respondents Liked

18. Comments regarding the leaflets were largely positive, with respondents indicating various aspects of the leaflets they *liked most*. Positive reference was made specifically about the design and presentation of the leaflets:

- *I like that they had a uniform look.*
- *Layout, look of the leaflets, design etc.*
- *Style - less is more*

In addition to presentation, many respondents spoke positively about the *concise* nature of the leaflets, which made them *accessible, easy to read* and easy to *understand*; one respondent coined the leaflets as *at-a-glance quick guides*. Other respondents stated that the case studies and the links to other sources, such as websites and contact details of relevant bodies were useful. One respondent said that because the leaflets pull information together, this *saves time searching*. Having access to information *in one place* was also considered important by a respondent who deals with both Further and Higher Education simultaneously.

19. Respondents also emphasised the importance of the leaflets:
- *I need them(the leaflets) all equally (apart from Asylum Seeker one) as we have students in all of these categories all requiring accurate and detailed advice about funding.*
 - *We use these booklets a lot with prospective students – please don't stop producing them!*

Features of the Leaflets Respondents Disliked

20. Respondents also outlined the features of the leaflets which they did not like. The comments differed quite considerably between respondents, although a few respondents raised concerns that they had received too many copies of the leaflets in the first instance: *We did not ask for them in such numbers and would have preferred one exemplar with an order process.* Two respondents also raised issues regarding the presentation of the leaflets:

- *Some of the text is provided in low contrast colours, not necessarily accessible.*
- *Covers are bland and the publications should be clearer, i.e. larger, bolder print to show who the leaflet is aimed at.*

21. A handful of respondents felt that the information provided within the leaflets was *too detailed*. One stated that the leaflets were *geared to those with higher literacy levels* and therefore *may not appeal to 16/18 year old F/E students and school pupils*. Also making reference to the audience of the leaflets, two respondents raised concerns about whether the publications were being targeted at learners effectively:

- *It's more or less formal funding – need more for those outside the core criteria - older people unemployed etc.*
- *The guide to asylum seekers was interesting but perhaps to avoid costs target the areas with highest numbers of asylum seekers.*

Whittaker et al (2004) explain that participant groups, particularly young people making transitions from school to post compulsory education, are often already tapped into existing IAG networks, such as the Careers Service. This is less the case for non-participant groups who can be put off learning because they do not know what to expect. On the basis of these arguments, targeting certain groups effectively arguably rests on ensuring that publicity strategies are well informed and take account of the groups being focused on. For instance, Whittaker et al argue that publicity aimed at men should avoid non-specific course titles, acronyms and jargon.

Suggested Improvements

22. After being questioned about their likes and dislikes, respondents were asked to suggest any improvements that could be made to the publications. A variety of suggestions were forwarded. These included the need to better promote the initiatives and the publication of a summary leaflet with *flow charts directing people towards funding* was also suggested by one respondent. Furthermore, one intermediary representative said that the leaflets should *make it clear that students circumstances have to be taken into account before decisions can be made therefore they should contact the college for advice.*

23. Respondents also identified other key groups who they felt would benefit from a specific leaflet. Carers and older learners/mature students were often mentioned by respondents as groups which would benefit from a specific leaflet. The focus on older learners is concurrent with previous research, which has argued that older learners require specific information regarding the time of the course, locality and accessibility (Whittaker et al., 2004). However, a number of other groups were also identified by the respondents as requiring specific IAG:

- *Homeless people living in B and B Accommodation and Scatter Flats.*
- *People who have started an FE or HE course, received some funding by way of tuition fees and loan but did not complete the course (i.e. so called "drop outs") and who then feel they cannot do any other form of training because they will not get any funding support.*
- *Those on benefits. Residency guidance.*
- *Perhaps a leaflet on the cross border arrangements from 2006-2007?*
- *Parents of disabled students especially those transferring from compulsory schooling.*
- *Lone Parents.*
- *Chinese speakers.*
- *Visually impaired.*
- *Voluntary organisations.*

- *Guide for ethnic minorities.*
- *Young students.*

The variety of groups suggested for consideration upholds the argument that effective IAG is not simply a requirement at one stage of learning or in one sector, but that access to relevant IAG is essential throughout the duration of the learning pathway (Whittaker et al., 2004). Nevertheless, it is not clear from the data which of these groups are most in need of information, advice and guidance or whether their importance would vary depending on the intermediary group being questioned.

24. The content of the leaflets was also spoken about by some respondents. Two respondents suggested that additional information regarding benefits would be helpful, with one stating that information specifically on *what circumstances a period of study may affect your entitlement to benefits, what benefits may be affected, and sources of advice on this* would be useful. Other respondents suggested the following additions to the leaflets:

- *There is a lot covered in each booklet - I only need to use the HE stuff with my learners but they had to look through the whole booklet to find the appropriate info.*
- *Local sources of guidance/advice - loose sheet?*
- *More Highlands and Islands info.*

25. There seems to be some tension between the suggested improvements. On one hand, respondents were calling for tailored information booklets, while others were arguing for a single booklet, clearly subdivided into relevant sections. Some suggestions were related to the groups currently served by the leaflets. One respondent stated, for example, that a *bigger font size* was necessary, presumably to ensure visually impaired individuals can access the information. Another respondent highlighted that the publications for Asylum Seekers may need to be produced in more than one language. With reference to specific booklets for different audiences, one respondent stated that there should be a *clear identification of the student group that the publication is designed to assist*.

Website and Student Support Service

26. There was limited response to the qualitative questions asked in the questionnaire, especially with regards to the section on the Funding for Learners website and no comments were expressed with reference to the Student Support and Benefits Advice Agency. This is likely to be a result of the low participation rate, as well as the relatively limited number of respondents who inferred that they had accessed the website in the recent past or knew about the support service. Nevertheless, some interesting comments were made about the website by a select few. One respondent commented that *info for mature students should be better signposted because not all adults are computer/IT/web literate and find booklets handier*. Another stated that *a clearer link from the home page would be useful* and a third respondent suggested that *a dedicated computer in the Student Services continuously advertising financial support available to students* would be beneficial.

Methodological Issues

27. Future studies of intermediary groups' perceptions of information, advice and guidance should take account of the low participation rate and consider how this may be improved. They should also consider how responses to certain questions within the questionnaires may be improved. From this study, it is likely that the low participation rate was partly a result of the method chosen to gather the data, namely self-completed on-line questionnaires. It may also be a result of the strategy used to target recipients, or due to the fact that some recipients had not received the IAG which the questionnaires made reference to.

28. As previously stated, the data for this study was gathered through two on-line questionnaires. This may be one of the reasons why there was a low level of participation. For instance, effective sampling proved challenging, as the questionnaires were completed by so few and the breakdown of intermediaries who completed the

questionnaires seemed to be skewed (see Appendix C for a breakdown of responses from intermediary groups). On-line questionnaires are efficient in terms of time and cost, but they must be targeted effectively if they are to achieve a reasonable and representative response rate. Indeed, the sample should be able to reproduce, on a small scale, the characteristics of the entire population under examination (Robson, 1993). Future research should therefore re-consider how to better access the population being studied. In particular, consideration should be taken of how to access Voluntary Organisations, which were particularly difficult to target due to the lack of information on which Voluntary Organisations provide IAG.

29. Self completed questionnaires are efficient in terms of the time and effort the researcher has to expend, but have the drawback of data being squeezed into predetermined boxes, which may be inappropriate (Corbetta, 2003). Selecting a questionnaire as the sole method of data collection means that responses cannot be clarified; although analysis is easy, interpretation tends to be more difficult. Furthermore, the questions need to be carefully constructed to ensure that they are meaningful, both to the respondent and to later interpretations of answers. The questionnaires used in this study included a number of open ended questions, which positively reinforce the research by adding depth and a degree of explanation to the tick box answers. However, some open ended questions resulted in lists of results, which were difficult to categorise in order of importance. For example, questions which asked the respondents to identify any other groups which would benefit from a specific leaflet resulted in a long list of categories, but gave no indication of which groups were most important. Further to this, the questionnaire did not ask for an explanation of why these groups were important, so analysis and explanation proved challenging.

30. A number of questions within the questionnaire received low or no responses. This may indicate that the questions were inappropriate, or may be a result of the questionnaires not being targeted effectively. Perhaps qualitative research would better inform the types of questions asked, prior to formulating a questionnaire. Otherwise, it may be beneficial to employ a pilot questionnaire in order to ensure that respondents understand what is being asked and to ensure that the questions result in measurable outcomes. However, such a strategy would not overcome the difficulties of attaining a representative sample or a reasonable participation rate, which are challenges associated with the use of on-line questionnaires.

Implications for Future Research

31. The limited participation rate for the research is considered to be linked to the method chosen to gather the data, namely on-line questionnaires. In this case, the on-line questionnaire is likely to have negatively impacted participation rates due to the way in which it was targeted and also because it did not allow for answers to be probed, leaving some comments unexplained and adding little depth to the data. However, on-line questionnaires are typically an effective method of gathering data where they are targeted appropriately and where reminders are sent out to recipients to complete the questionnaire. Due to access difficulties, the targeting strategy and use of reminder emails was not particularly effective in achieving high participation. Future research should consider these barriers carefully.

32. Due to difficulties associated with gaining reasonable participation rates, future research should perhaps consider the adoption of a different method of data collection. For example, semi-structured telephone interviews may be a more effective method of gathering intermediaries' perceptions of information, advice and guidance. By gathering perceptions over the telephone, instead of requiring respondents to complete a questionnaire on their own, the researcher is provided with an opportunity to fully explain the study and also to provide clarification on any questions. The adoption of such a method would also allow the researcher to target the relevant audience effectively and follow-up telephone calls could be used to boost the participation rate. By selecting semi-structured interviews, similar questions can be asked to each respondent, ensuring that the data remains comparable. For instance, the tick box categories could be retained to ensure that elements of the results can be quantified, but open questions will be better placed to be probed and explained. However, the researcher is also provided with the opportunity to probe answers, thereby adding depth to the data collected. Nevertheless, telephone interviews are

often time-consuming and require more resources than a self-completed questionnaire. Furthermore, problems related to lack of face-to-face contact and the inability to establish true personal contact should be considered. For example, pacing telephone interviews is difficult because non-verbal cues are absent.

Conclusions

33. This small scale study has identified a number of difficulties associated with researching intermediary groups' perceptions of information, advice and guidance. Achieving a reasonable participation rate and a representative sample was particularly difficult, which meant that it was inappropriate to discuss the quantitative results. However, this report has made reference to the comments made by representatives from intermediary groups, focusing predominantly on their perceptions of the Funding for Learners leaflets. Few respondents commented on the Funding for Learners website and no comments were provided with regard to the Student Support and Benefits Advice Agency, which is possibly a result of the low level of participation.

34. The qualitative data suggests that some of the respondents had not received the Funding for Learners leaflets in the first instance, which may have contributed to the low participation rate. The respondents who had received the leaflets were largely positive about the presentation of the publications and emphasised the importance of the publications. However, negative comments were also raised. For example, some respondents felt that they had been distributed with too many copies of the leaflets and certain respondents found the leaflets too detailed, while others called for additional information. In addition, a variety of other key groups were identified as in need of a specific leaflet. This included carers, older learners, voluntary organisations, lone parents and homeless people, but the list identifies further groups for consideration. However, the research failed to establish which groups were most in need of specific publications and whether this need varied according to the intermediary group that was providing the information. Other improvements were also suggested by respondents. These included better promotion of initiatives, bigger font size and more Highlands and Islands information.

35. As a result of the methodological challenges encountered during this study, future research into information, advice and guidance should consider how to improve targeting and should perhaps also consider alternative methods of research. This study has indicated that semi-structured telephone interviews may be one possible method which would improve the participation rate, while allowing answers to be expanded on.

REFERENCES

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Robson, C. (1993) *Real World Research*, Blackwell: Oxford.

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APPENDIX A



Funding for Learners

Europa Building
450, Argyle Street
Glasgow
G2 8LG

1. How can we improve?

Please take a moment to help us improve our publications.

1.1 Helping you meet the costs of learning leaflets

From the list below which publications have you received?
(please tick all that apply)

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

Which publications, of those you have received, have you used most? Please rank them in order of importance to you 1 to 5 . (1 = most important)

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

What have you used the leaflets for? (tick all that apply)

- source of information for yourself
- to provide information/advice to others
- to source your own literature/information
- to distribute to students/adult learners
- other (please specify)

Have you ordered more copies of any publication from Blackwells Bookshop?

- Yes
- No

If so, please indicate below which and quantity

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

1-50	50-100	100-500	500+

If we can only produce some of these publications next year – rank them in order of importance to you 1 to 5 (1=most important)

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

1.2 Are there any other key groups which you believe would benefit from a specific leaflet?

How useful have you found this set of leaflets on learner funding?

- very useful
- somewhat useful
- not at all useful

Is the information clear, concise and easily understood?

- very
- satisfactory
- poor

Is there any additional information you would like to see in the leaflets?

What did you like <i>most</i> about the leaflets?	What did you like <i>least</i> about the leaflets?
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What improvements would you suggest?

Any other comments

1.3 About You

Are you from an organisation
(Please tick appropriate box)

- Job Centre plus
- College
- Voluntary Organisation
- School
- Community Learning Centre
- Private Training Provider
- Other

Organisation Name and Address (optional)

Name _____ E-mail _____
Address _____ Phone No _____
Town/City, _____
County Postcode _____

Thank you for your participation.

APPENDIX B



Funding for Learners

Europa Building
450, Argyle Street
Glasgow
G2 8LG

2. How can we improve?

Please take a moment to help us improve our publications and our website.

2.1 Helping you meet the costs of learning leaflets

From the list below which publications have you received? (tick all that apply)

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

Which publications, of those you have received, have you used most? Please rank them in order of importance to you 1 to 5. (1 = most important)

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

What have you used the leaflets for? (tick all that apply)

- source of information for yourself
- to provide information/advice to others
- to source your own literature/information
- to distribute to students/adult learners
- other (please specify)

Have you ordered more copies of any publication from Blackwells Bookshop?

- Yes
- No

If so, please indicate below which and quantity

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06
- Guide for disabled students 2005/06
- Guide for Asylum seekers 2005/06

1-50	50-100	100-500	500+

If we can only produce some of these publications next year – rank them in order of importance to you, 1 to 5 (1=most important)

- Your Guide to Funding 2005/06
- Students with dependant children 2005/06
- Support available for part-time students 2005/06

Guide for disabled students 2005/06

Guide for Asylum seekers 2005/06

2.2 Are there any other key groups which you believe would benefit from a specific leaflet?

2.3 How useful have you found this set of leaflets on learner funding?

very useful

somewhat useful

not at all useful

Is the information clear, concise and easily understood?

very

satisfactory

poor



Is there any additional information you would like to see in the leaflets?

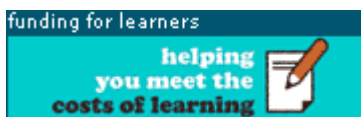
What did you like *most* about the leaflets?

What did you like *least* about the leaflets?

What improvements would you suggest?

Any other comments

2.4 Funding for Learners website – www.scotland.gov.uk/fundingforlearners



Have you heard of the Funding for Learners website?

yes

no

2.5 Have you used the funding for learners website to look for information on learner funding.

- yes
- no

2.6 If so, how often have you used the funding for learners website in the last month?	
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Did you find the information on funding you were looking for?

- yes
- no

If no, what information were you looking for?	
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Was the information easy to find on the website?

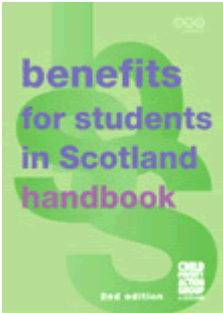
- yes
- no

Did you find the links to other websites useful, and are there any others we should include?

What other information would you like to see on the website?

What improvements would you suggest?

2.7 Student Support & Benefits Advice Service

Have you heard of the Student Support and Benefits Advice service provided by the Child Poverty Action Group (CPAG)? <input type="checkbox"/> yes <input type="checkbox"/> no Have you used the CPAG handbook on students and benefits? <input type="checkbox"/> yes <input type="checkbox"/> no	
---	--

Did you know that the CPAG handbook is available on-line? <input type="checkbox"/> yes <input type="checkbox"/> no	Have you used the on-line version of the CPAG handbook? <input type="checkbox"/> yes <input type="checkbox"/> no
--	--

Have you used the CPAG telephone advice helpline?

- yes
- no

If so, how often do you use this service?

- once a week
- more than once a week
- once a month
- more than once a month

How do you rate this service?

- excellent
- satisfactory
- poor

Have you attended any of the CPAG training courses on benefits and student support

- yes
- no

If so, how do you rate the training received?

- excellent
- satisfactory
- poor

Any other comments

2.8 About You

- College
- University
- NUS
- Community Learning
- Careers Scotland
- Citizens Advice Bureau
- Other

Are you from an organisation (Please tick appropriate box)

Organisation Name and Address (optional)

Name	_____	E-mail	_____
Address	_____	Phone	_____
Town/City,		No	_____
County			
Postcode	_____		

Thank you for your participation.

APPENDIX C

The table below provides a breakdown of those who responded to the on-line questionnaires.

Breakdown of Responses from Intermediary Groups

Responses broken down into intermediary groups	
Careers Scotland	9
Colleges	13
Community Learning	2
Job Centre Plus	5
Private Training Provider	6
School	1
University	1
Voluntary organisations	31
Community Learning Centre	5
Careers Adviser	1
Chamber of Commerce	1
Lifelong Learning Centre	1
NHS Fife Training	2
Public Library	1
SAAS	1
SFEFC	1
Student Association	1

Of those intermediary groups who responded, twenty-five replied to the second questionnaire (leaflets, website and Student Support and Benefits Advice Service). The second table illustrates the breakdown of the intermediaries which responded to the second questionnaire.

Breakdown of Intermediary Respondents for the Second Questionnaire

Responses broken down into intermediary groups – Second questionnaire	
Colleges	12
Careers Scotland	8
Community Learning	2
University	1
SFEFC	1
SAAS	1