

More Choices, More Chances: an evaluation of work by SQA and LTS

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Executive summary

Non-active practitioners

SQA website

Amongst non-active practitioners, highest levels of prompted awareness of the resources and materials relating to the More Choices, More Chances (MCMC) agenda on the SQA website relate to information about understanding standards of assessment, information on obtaining approval to offer SQA qualifications, research papers and articles, and information about SQA qualifications to help hard-to-reach young people.

A quarter of respondents said that they had visited the SQA website to use resources or materials relating to the MCMC agenda. Almost all of these found the resources to be accessible.

Those who had visited the SQA website had made use of a range of resources and materials — in particular, information about understanding standards of assessment, links to other organisations involved in the MCMC agenda, information about SQA courses to help hard-to-reach young people, and case studies.

Non-active practitioners provided a highly positive profile of the resources and materials they had used. The vast majority of respondents — and, indeed, all or virtually all respondents across most indicators — rated the resources and materials they had used as being ‘useful’, with **information about SQA courses to help hard-to-reach young people** and **links to other organisations involved in the MCMC agenda** being rated most positively.

Respondents who had used **case studies** on the SQA website (all of whom rated these as being ‘useful’) said that they had found these useful because of their relevance. Case studies gave them ‘practical ideas’, were of high quality, and provided useful skills for school based students.

Almost all of those who had used **action research projects** found them to be useful, principally because they were relevant and provided ‘practical ideas’.

LTS website

Around half of respondents noted prompted awareness of the LTS website containing **CPD resources** relating to the MCMC agenda. Levels of prompted awareness of other materials on the LTS website were more limited.

One eighth of non-active practitioners said they had visited the LTS website to use resources and materials relating to the MCMC agenda. Nine out of 10 of these said they found these resources and materials to be accessible.

Amongst those who had visited the LTS website, the resources or materials most commonly used were MCMC practice sharing articles, 16+ Learning Choices practice sharing articles, and CPD resources.

On a largely indicative basis (due to the sub-sample of respondents who had visited the LTS website) the research indicated that:

- ◆ All of those who had used **each** of the resources and materials under consideration on the LTS website found them to be useful.
- ◆ Amongst those who had used **MCMC or 16+ Learning Choices practice sharing articles**, their usefulness was primarily a function of their 'relevance' and 'quality'.
- ◆ Amongst those who had used **CPD resources**, again their usefulness was primarily a function of their 'relevance' and 'quality'.

Use of other sources or materials

Around a quarter of respondents stated that they use other sources or materials relating to MCMC work, most commonly in-house resources or personnel, the Scottish Government website, or Scotland's Colleges.

When asked on an unprompted basis, three fifths of **all** non-active practitioners said they 'didn't know' what types of additional resources and materials they would like to have access to regarding the MCMC agenda. One in seven respondents said they would like to access **no** additional resources or materials.

16+ Learning Choices National Network

One in five non-active practitioners said they had heard of the 16+ Learning Choices National Network. Almost three quarters of these described their knowledge and understanding of the Network as 'poorly developed'.

Three in five of those aware of the 16+ Learning Choices National Network said they 'didn't know' to what extent to the Network provides a useful platform for information sharing regarding 16+ Learning Choices.

Approaching two thirds of those aware of the 16+ Learning Choices National Network said they 'didn't know' the extent to which it helps to inform and support practice and delivery. However, among those who **did** express an opinion, all believed that this was 'to at least some extent'.

When asked — on an unprompted basis — three quarters of non-active practitioners stated that they 'didn't know' what types of additional resources or materials they would like to have access to regarding the 16+ Learning Choices National Network. However, a number of respondents made reference here to **additional information needs**.

Active practitioners

Awareness of resources and materials on SQA and LTS websites

Almost all of the active practitioners interviewed noted some degree of awareness of resources and materials relating to the MCMC agenda on the SQA and LTS websites. Around a third of respondents said they had a high degree of awareness of such resources and materials.

Around four out of five of the active practitioners who were aware of MCMC resources and materials said they had made some use of them. Principal uses included:

- ◆ Seeking exemplars of good practice
- ◆ Seeking ideas that could be developed and implemented in their own school, college or organisation
- ◆ Seeking information in relation to Curriculum for Excellence
- ◆ Seeking links to other organisations pertinent to the MCMC agenda
- ◆ Using these resources and materials as an ongoing 'reference point' for information about the MCMC agenda
- ◆ Referring to these resources and materials with reference to policy changes and developments

Accessibility of MCMC resources and materials on SQA and LTS websites

Very few active practitioners had encountered difficulties in accessing the resources and materials relating to the MCMC agenda on the SQA and LTS websites. In particular, any difficulties which had been encountered were either generic in nature (ie related to the SQA and LTS websites more generally) or were very specific in nature (relating to the lack of a direct link to MCMC resources and materials, or difficulties in locating specific MCMC resources or materials).

Resources and materials of greatest and least value

Discussions with active practitioners highlighted two aspects of the MCMC resources and materials on the SQA and LTS websites which were of most value, namely **case studies** (particularly with respect to providing guidance on, and exemplars of, good practice) and **MCMC and 16+ Learning Choices practice sharing articles**. A range of other resources and materials were also noted as being of significant value.

Amongst active practitioners who were aware of and/or had used MCMC resources and materials on the SQA and LTS websites, no resources or materials were described as being of 'least value'.

Making additional MCMC resources and materials available

The primary demand for MCMC resources among active practitioners were those that would facilitate and promote 'better networking and partnership opportunities', including better signposting to networking and partnership opportunities, resources and materials to encourage more partner engagement, and comprehensive/updated contact details at both local and national levels.

Awareness, knowledge and understanding of the 16+ Learning Choices National Network

All the active practitioners interviewed said they were aware of the 16+ Learning Choices National Network, and the vast majority stated that they had either a 'very well developed' or 'fairly well developed' knowledge and understanding of the Network – although a number of active practitioners stated that their knowledge and understanding of the Network was far better developed at a local, than at a national level.

The primary means by which active practitioners had developed their knowledge and understanding of the 16+ Learning Choices National Network was through **events attended** and the **LTS, SQA and Scottish Government websites**.

The 16+ Learning Choices National Network as a platform for information sharing

The active practitioners interviewed overwhelmingly provided a positive profile of the 16+ Learning Choices National Network as a platform for information sharing, and were particularly positive about the Network in respect of:

- ◆ Networking opportunities available through the Network
- ◆ The extent to which it provides the opportunity to see **and** share good practice
- ◆ The extent to which the Network provides the opportunity to share information

Informing and supporting practice and delivery

There was a significant consensus amongst the active practitioners interviewed that the 16+ Learning Choices National Network was, to a great extent, helping to inform and support practice and delivery, with this perception being largely based on:

- ◆ The extent to which the Network has informed and supported practice and delivery for individuals interviewed.
- ◆ The extent to which discussions with other practitioners through the Network had indicated that, collectively, the Network was helping them considerably in informing and supporting practice and delivery.

From the discussions undertaken with active practitioners it was clear that the Network was providing them with skills and knowledge that were being 'passed on' and applied within their working environment and, in particular, that they were being provided with a range of 'tools' that were valuable, relevant and highly useful in respect of practice and delivery.

Conferences and events attended

The principal events attended by the active practitioners interviewed were the Senior Phase Conferences at Tynecastle and Celtic Park. In both cases, a wide range of aspects of these events were seen as being useful and valuable, including:

- ◆ Networking opportunities
- ◆ Group and workshop sessions
- ◆ Reassurance and 'validation' that 'what they were doing was right'

- ◆ The opportunity to see and share best practice
- ◆ The extent to which the event 'put policy into context'
- ◆ The quality of speakers

Other events attended by active practitioners were also overwhelmingly seen as being useful and valuable, again particularly in terms of:

- ◆ Increasing knowledge in respect of the MCMC agenda
- ◆ Providing networking opportunities
- ◆ The opportunity to see and share best practice

Additional resources that should be made available (16+ Learning Choices National Network)

The two principal demands to emerge when active practitioners were asked (unprompted) what they believed should be made available in terms of additional types of resources or materials regarding the 16+ Learning Choices National Network related to:

- ◆ Greater opportunities for practitioners to meet and network
- ◆ Providing more web-based information
- ◆ Greater finance and funding to be made available in respect of the 16+ Learning Choices National Network

1 Introduction

This report details findings from research undertaken on behalf of SQA and LTS relating to More Choices, More Chances and 16+ Learning Choices.

The research took the form of an evaluation of a range of activities and resources pertinent to MCMC and 16+ Learning Choices. It focused on a broad range of activities and materials that are available on both the SQA and LTS websites, together with an evaluation of three 16+ Learning Choices/Senior Phase Conferences and the 16+ Learning Choices National Network.

During May 2010, information was collected from a range of practitioners: school teachers, FE college lecturers and those in the third sector. In particular, information was gathered from:

- ◆ 'active practitioners' — practitioners who had attended one or more of the three 16+ Learning Choices/Senior Phase conferences or the 16+ Learning Choices National Network
- ◆ 'non-active practitioners'

With respect to active practitioners, it should be noted that all 32 local authorities are represented at the Network meetings by 16+ Learning Choice Co-ordinators, who have an operational responsibility for the implementation of 16+ Learning Choices. Colleagues from other key partners such as Skills Development Scotland, Scotland's Colleges, SQA, Youthlink and Volunteer Development Scotland are also represented. The Network meets four times a year to share experiences and explore solutions to the issues that will arise in the run-up to full implementation from December 2010. The Network meetings offer the opportunity to learn about upcoming strategic developments, share practice, and identify successes and support needs.

Information from these two groups of practitioners was collected on the following basis:

- ◆ **Non-active practitioners** — quantitatively based outputs through 250 structured telephone interviews based on a questionnaire consisting of a series of primarily closed questions and supplementary open ended questions (see Appendix 1).
- ◆ **Active practitioners** — qualitatively based outputs through 50 telephone interviews based on a Topic Guide (see Appendix 2).

Supplementary information was also derived electronically, in particular, through a questionnaire on the SQA and LTS websites. However, only 14 completed online questionnaires were received, so this sample of respondents is insufficient to include this data in the report.

2 Non-active practitioner review

2.1 SQA website profile

Were you aware that the SQA website contains the following resources and materials relating to the More Choices, More Chances agenda?



Figure 1: Awareness of MCMC resources and materials on SQA website

From Figure 1 you can see that highest levels of prompted awareness of resources and materials relating to the MCMC agenda on the SQA website related to:

- ◆ Information about understanding standards of assessment (60%)
- ◆ Information on obtaining approval to offer SQA qualifications (51%)
- ◆ Research papers and articles (47%)
- ◆ Information about SQA courses to help hard-to-reach young people (45%)

The data indicates the following variances in terms of prompted awareness across the three respondent types (school teachers, FE lecturers, and those in the third sector):

- ◆ **Information about SQA courses to help hard-to-reach young people:** awareness was highest among school teachers (52%, compared to 40% for FE lecturers and those in the third sector).

- ◆ **Information about understanding standards of assessment:** awareness was highest amongst school teachers and FE lecturers (67% and 61% respectively, compared to 44% for those in the third sector).
- ◆ **Information on obtaining approval to offer SQA qualifications:** awareness was highest amongst school teachers and FE lecturers (53% and 57% respectively compared to 34% for those in the third sector).
- ◆ **Links to other organisations involved in the MCMC agenda:** awareness was highest amongst those in the third sector (46%, compared to 33% and 35% respectively for school teachers and FE lecturers).

Have you visited the SQA website to use any of the resources and materials it contains relating to the MCMC agenda?

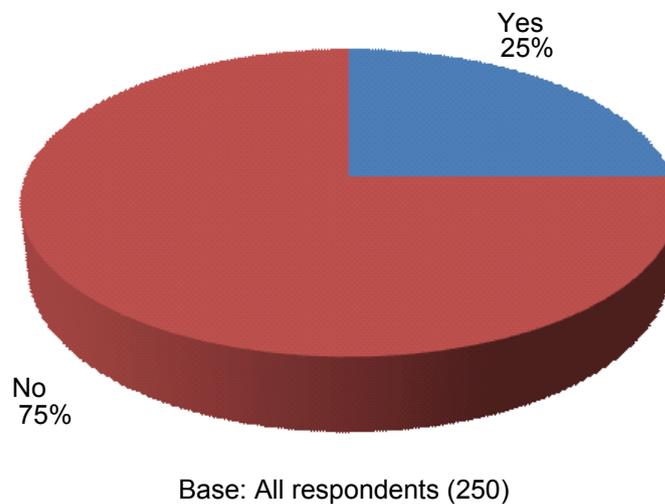


Figure 2: Visited SQA website to use MCMC resources and materials?

From Figure 2 you can see that 25% of respondents said they had visited the SQA website to use resources or materials relating to the MCMC agenda, with levels of visits to the SQA website being slightly higher amongst school teachers and FE lecturers, ie:

- ◆ FE lecturers = 27%
- ◆ School teachers = 26%
- ◆ Third sector = 18%

Generally, how would you rate the accessibility of these resources and materials on the SQA website?

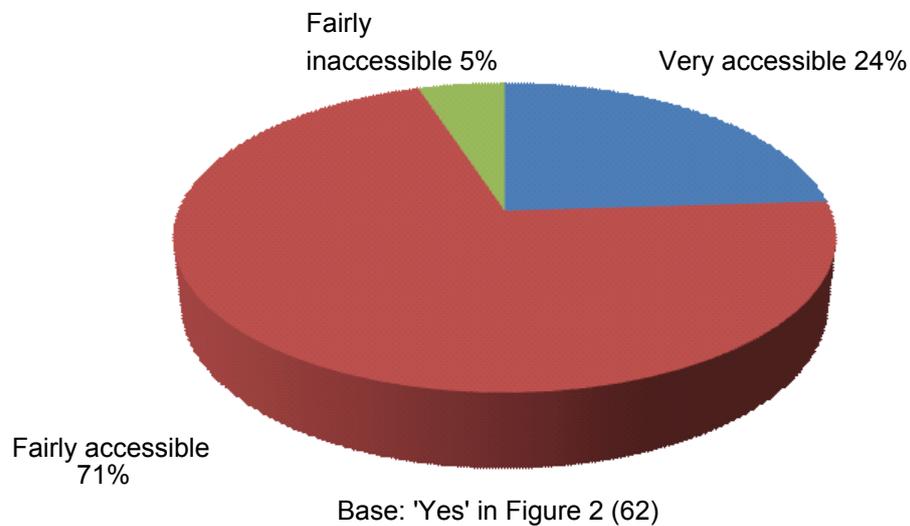
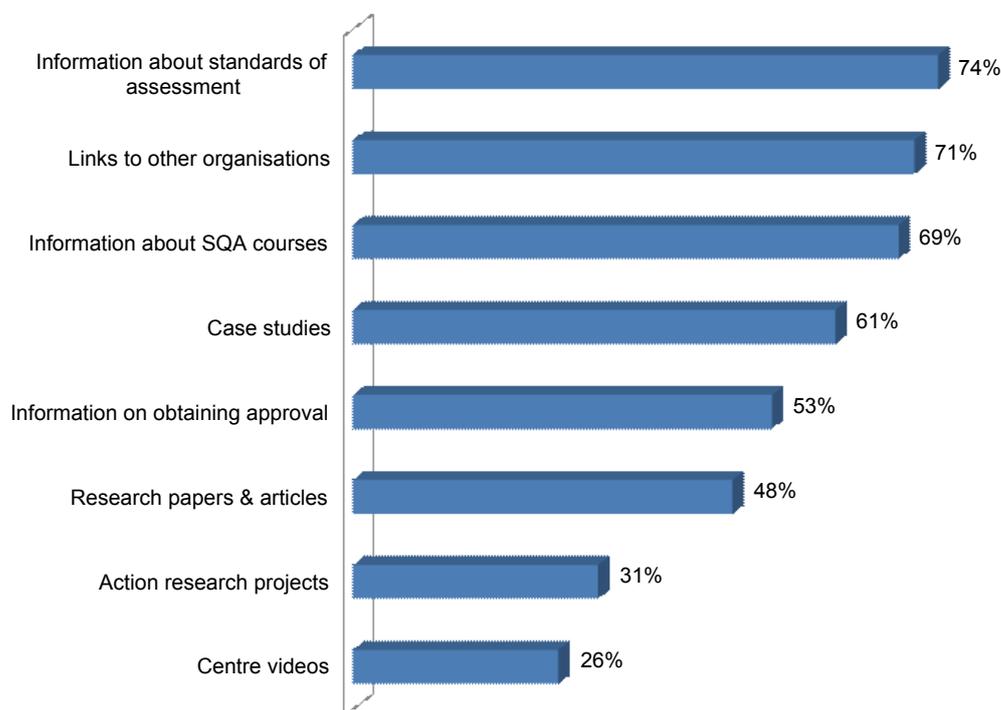


Figure 3: Accessibility of MCMC resources and materials on SQA website

It is encouraging to note that almost all of those who had visited the SQA website (95%) found the resources to be 'accessible', although there was a significant tendency for respondents to rate the resources and materials as being 'fairly accessible' (71%) rather than 'very accessible' (24%). It should be noted that the sub-sample of respondents here is insufficient to allow a meaningful comparison of outcomes to be presented on the basis of respondent type.

Which of the following resources and materials relating to the MCMC agenda on the SQA website have you visited?



Base: 'Yes' in Figure 2 (62)

Figure 4: MCMC resources and materials used on SQA website

From Figure 4 you can see that, among those who had visited the SQA website, notable use had been made of a range of resources and materials and, in particular:

- ◆ Information about understanding standards of assessment (74%)
- ◆ Links to other organisations involved in MCMC (71%)
- ◆ Information about SQA courses to help hard-to-reach young people (69%)
- ◆ Case studies (61%)

Figure 4 also indicates that lowest levels of use had been made of:

- ◆ Action research projects (31%)
- ◆ Centre videos (26%)

Again, it should be noted that the sub-sample of respondents here is insufficient to allow a meaningful comparison of outcomes to be presented on the basis of respondent type.

How useful did you find the resources and materials you used?

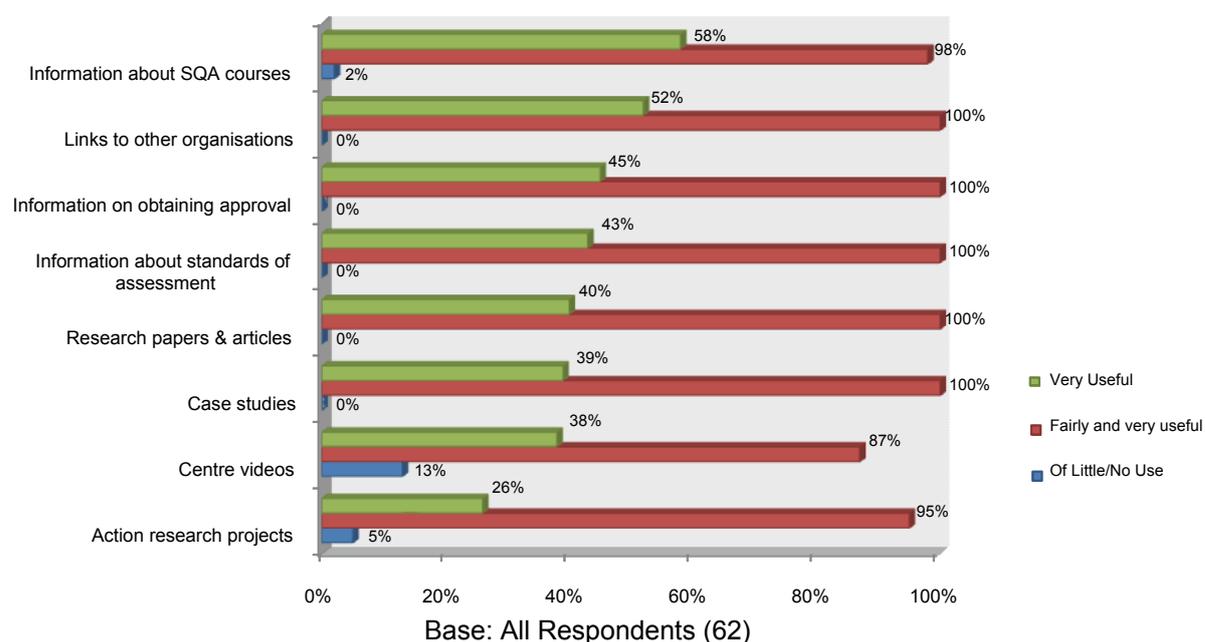


Figure 5: Usefulness of MCMC resources and materials

Figure 5 provides a highly positive profile of the MCMC resources and materials on the SQA website, on the basis that the vast majority of respondents — and, indeed, all or virtually all respondents across most indicators — rated the resources and materials which they had used as being ‘fairly useful’ or ‘very useful’. It should also be stressed that some respondents specifically rated the resources and materials which they had used as being **very good**, particularly in respect of:

- ◆ Information about SQA courses to help hard-to-reach young people (58%)
- ◆ Links to other organisations involved in MCMC (52%)

It should also be noted that there was little evidence of resources or materials being ‘of little or no use’ — although around one in eight respondents who had used **centre videos** described them as being ‘of little or no use’.

The data presented in Figure 5 should be treated as indicative because of the sub-sample of respondents who had used each of the resources and materials on the SQA website. However, given the consistency of outcomes, there can be little doubt that these resources and materials were useful to those who used them.

Use of Case Studies

Respondents who had used **case studies** on the SQA website (all of whom rated these as being ‘useful’) were asked, unprompted, **why** they found them to be useful. Given the sub-sample of respondents using case studies (38), it is not possible to provide statistically accurate outcomes here. Nonetheless, the principal unprompted

responses provided here related to ‘the relevance of the case studies’, with secondary reference being made to:

- ◆ Case studies giving ‘practical ideas’
- ◆ The quality of the case studies
- ◆ The case study providing useful skills for school based students

Action research projects

Figure 5 showed that almost all of those who had used action research projects found them to be useful. When these respondents were asked — again, unprompted — why this was the case, the two principal responses provided related to:

- ◆ The relevance of action learning projects
- ◆ Action learning projects providing practical ideas

Again, it should be stressed that the sub-sample of respondents using action research projects on the SQA website (19) was insufficient to allow a statistical presentation of these outcomes.

2.2 LTS website profile

Were you aware that the LTS website contains the following resources and materials relating to the MCMC agenda?

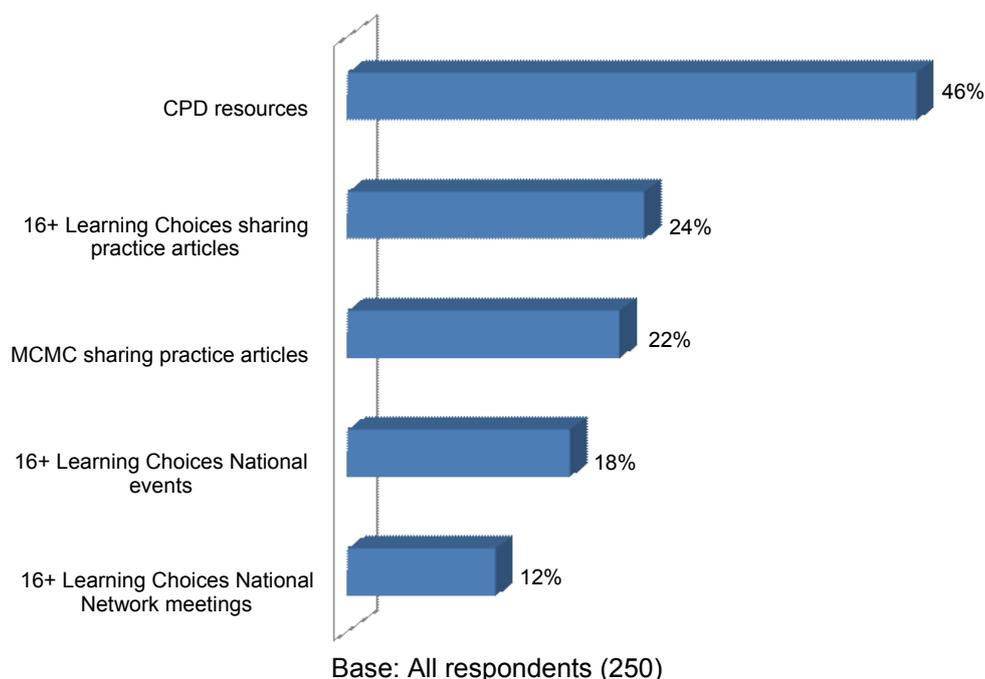


Figure 6: Awareness of MCMC resources and materials on LTS website

From Figure 6 you can see that around half of respondents (46%) noted prompted awareness of the LTS website containing CPD resources relating to the MCMC

agenda. Thereafter, levels of prompted awareness of other materials contained on the LTS website were more limited, ie:

- ◆ 16+ Learning Choices sharing practice articles (24%)
- ◆ MCMC sharing practice articles (22%)
- ◆ 16+ Learning Choices National events in Perth, Edinburgh and Glasgow (18%)
- ◆ 16+ Learning Choices National Network meetings (12%)

Further examination of the data indicates the following notable variances in prompted awareness of a number of the resources and materials under consideration:

- ◆ **CPD resources:** awareness is highest amongst school teachers (56%) and lowest amongst FE lecturers (37%)
- ◆ **16+ Learning Choices National events in Perth, Edinburgh or Glasgow:** awareness is highest amongst those in the third sector (28% compared to 15% and 16% respectively amongst school teachers and FE lecturers)

Have you visited the LTS website to use MCMC resources and materials?

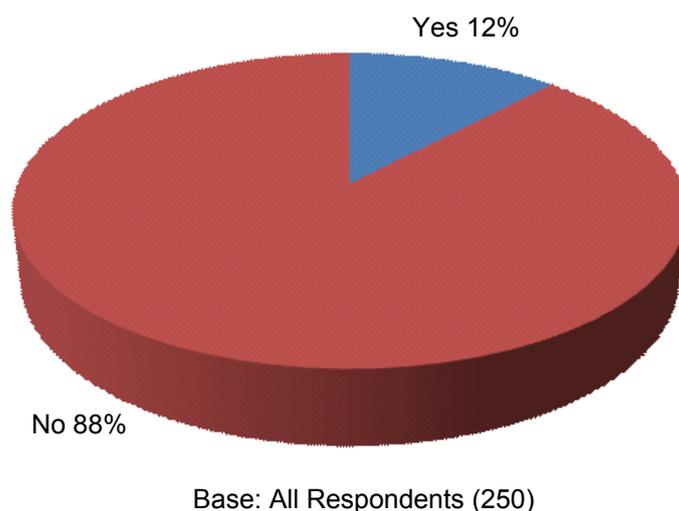


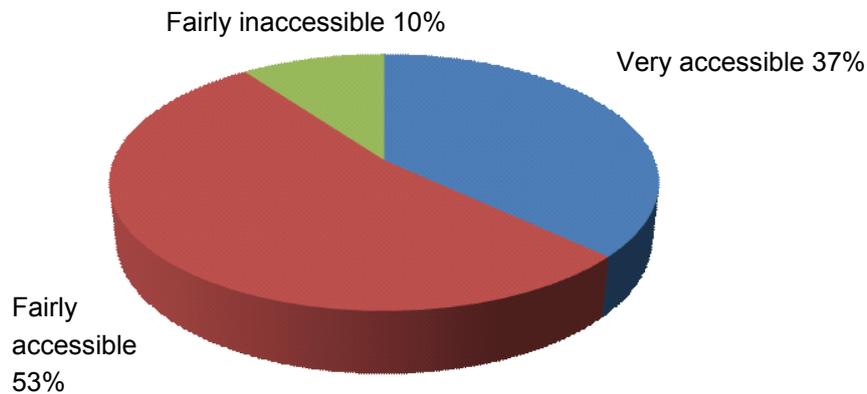
Figure 7: Visited LTS website to use MCMC resources and materials?

From Figure 7 you can see that one in eight respondents (12%) stated that they had visited the LTS website to use resources and materials it contains relating to the MCMC agenda, with this outcome being consistent across the three respondent types:

- ◆ School teachers = 12%
- ◆ FE lecturers = 13%
- ◆ Third sector = 10%

It should be stressed that the sub-sample of respondents who had visited the LTS website (30) is insufficient to allow a meaningful comparison of outcomes to be presented on the basis of respondent type for any of the remaining questions in this sub-section of the report.

Generally, how would you rate the accessibility of these resources and materials on the LTS website?

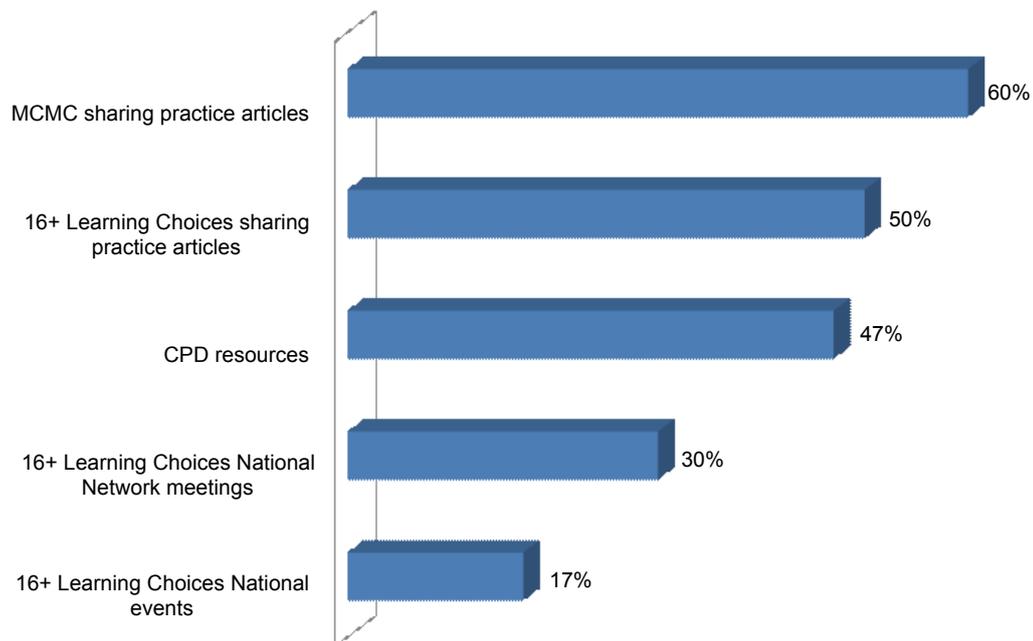


Base: 'Yes' in Figure 7 (30)

Figure 8: Accessibility of MCMC resources and materials on LTS website

It is encouraging to note from Figure 8 that 90% of respondents who had visited the LTS website to use resources and materials found them to be 'accessible', with over a third (37%) specifically describing these resources and materials as being **very accessible**.

Which of the following resources or materials relating to the MCMC agenda on the LTS website have you visited?



Base: 'Yes' in Figure 7 (30)

Figure 9: MCMC resources and materials used on LTS website

From Figure 9 you can see that, among those who had visited the LTS website, the resources or materials most commonly used were:

- ◆ MCMC sharing practice articles (60%)
- ◆ 16+ Learning Choices sharing practice articles (50%)
- ◆ CPD resources (47%)

Again, it should be stressed that the sub-sample of respondents who had visited the LTS website (30) is such that the outcomes presented in Figure 9 should be treated on a largely indicative basis.

This principle also applies to the following outcomes:

- ◆ All of those who had used **each** of the resources and materials under consideration on the LTS website found them to be useful
- ◆ Amongst those who had used MCMC or 16+ Learning Choices sharing practice articles, their usefulness was primarily a function of the 'relevance' of these articles and, thereafter, their 'quality'
- ◆ Amongst those who had used CPD resources, again, their usefulness was primarily a function of their 'relevance' and, thereafter, their 'quality'

2.3 Use of other sources or materials

Do you use other sources or materials relating to MCMC work?

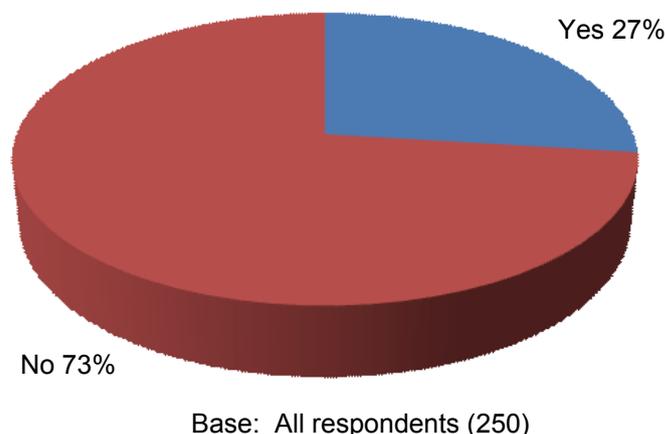


Figure 10: Use other MCMC resources and materials?

From Figure 10 you can see that around a quarter of respondents (27%) said they use other sources or materials relating to MCMC work, with this outcome being most notable amongst those in the third sector:

- ◆ Third sector = 36%
- ◆ FE lecturers = 28%
- ◆ School teachers = 22%

Which other sources or materials do you use?

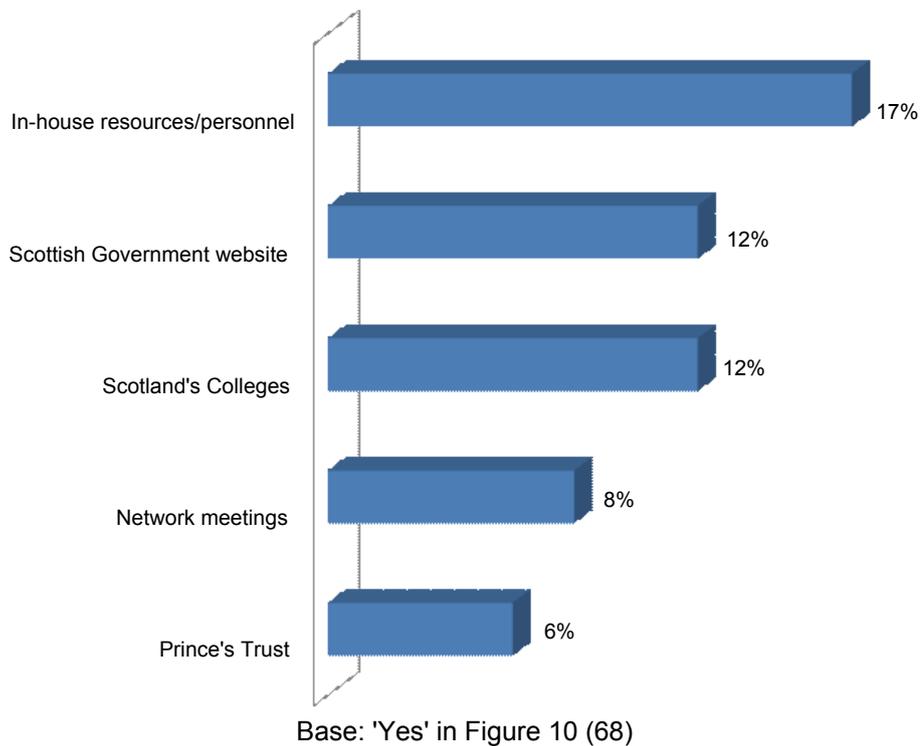


Figure 11: Other sources and materials used (unprompted)

From Figure 11 you can see that — amongst respondents using other sources or materials relating to MCMC work — these are most commonly (as noted on an unprompted basis):

- ◆ In-house resources or personnel (17%)
- ◆ Scottish Government website (12%)
- ◆ Scotland's Colleges (12%)

Thereafter, a number of respondents also made unprompted reference here to:

- ◆ Network meetings (8%)
- ◆ The Prince's Trust (6%)

Once again, given the sub-sample of respondents using other sources or materials (65) the outcomes presented in Figure 10 should be treated on a largely indicative basis.

What types of additional resources and materials — if any — would you like to have access to regarding the MCMC agenda?

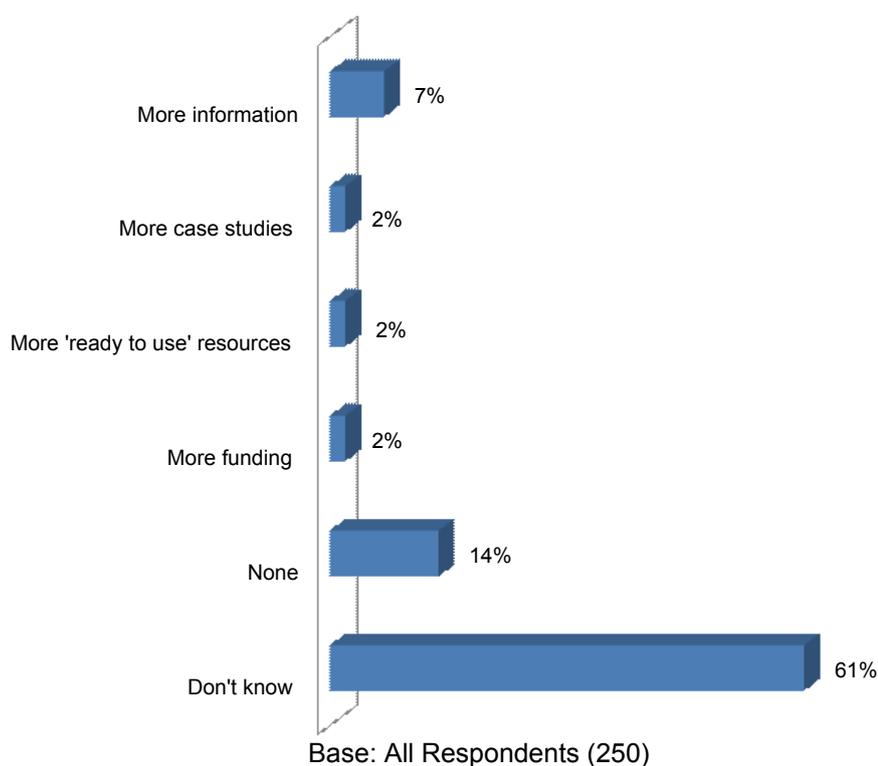


Figure 12: Additional resources and materials desired

It is interesting to note from Figure 12 that, when asked on an unprompted basis, three in five of **all** respondents (61%) said they 'didn't know' what types of additional resources and materials they would like to have access to, with this outcome being slightly higher amongst school teachers and FE lecturers (62% and 65% respectively, compared to 52% for those in the third sector).

It is also interesting that one in seven respondents (14%) said they would like access to **no** additional resources or materials, with this outcome being slightly higher amongst FE lecturers (17% compared to 12% for both school teachers and those in the third sector).

Indeed, the only unprompted response here to emerge with **any** significance was a desire for 'more information' (7%) with this desire being noted far more prominently by those in the third sector:

- ◆ Third sector = 18%
- ◆ FE lecturers = 6%
- ◆ School teachers = 3%

Further examination of the data also indicates that those in the third sector expressed greatest desire for two further types of additional resources and materials:

- ◆ Case studies (6% compared to 2% and 1% respectively amongst school teachers and FE lecturers)
- ◆ 'Ready to use' resources (6% compared to 2% and 0% respectively amongst school teachers and FE lecturers)

2.4 16+ Learning Choices National Network Profile

Have you heard of the 16+ Learning Choices National Network?

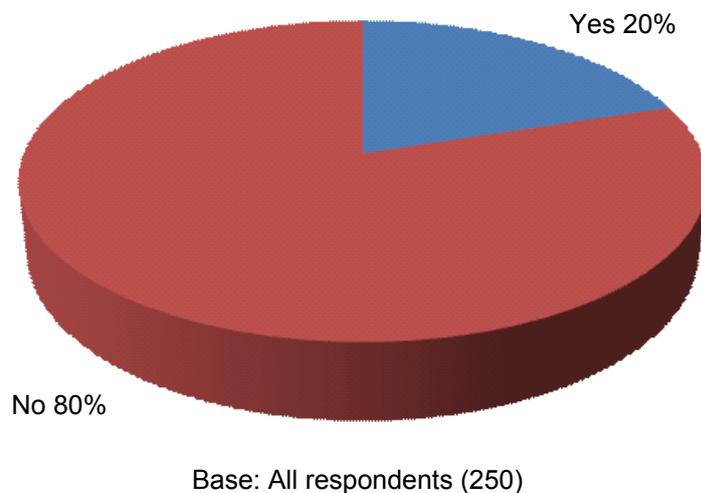


Figure 13: Heard of 16+ Learning Choices National Network?

From Figure 13 you can see that one in five respondents (20%) said they had heard of the 16+ Learning Choices National Network, with awareness being highest amongst those in the third sector and lowest amongst school teachers:

- ◆ Third sector = 30%
- ◆ FE lecturers = 22%
- ◆ School teachers = 14%

Again, it should be noted that the sub-sample of respondents noting awareness of the 16+ Learning Choices National Network (51) is insufficient to allow a meaningful comparison of outcomes to be presented on the basis of respondent type in the remainder of this sub-section of the report.

How would you describe your level of knowledge and understanding of the 16+ Learning Choices National Network?

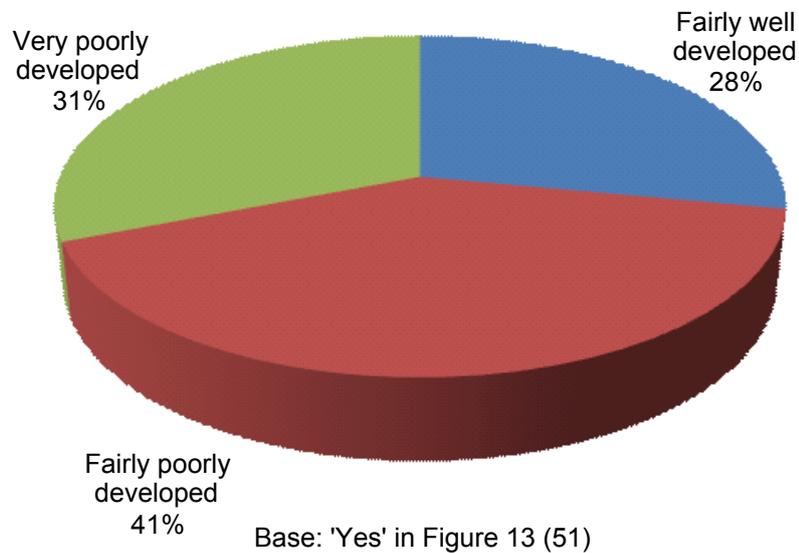


Figure 14: Level of knowledge and understanding

From Figure 14 you can see that, amongst those aware of the 16+ Learning Choices National Network, almost three quarters (72%) described their knowledge and understanding of the Network as being 'poorly developed' and, indeed, amongst those who described their level of knowledge and understanding of the Network as being 'well developed' (28%), **all** of these respondents described it as being **fairly well developed**.

To what extent would you say that the 16+ Learning Choices National Network provides a useful platform for information sharing regarding 16+ Learning Choices?

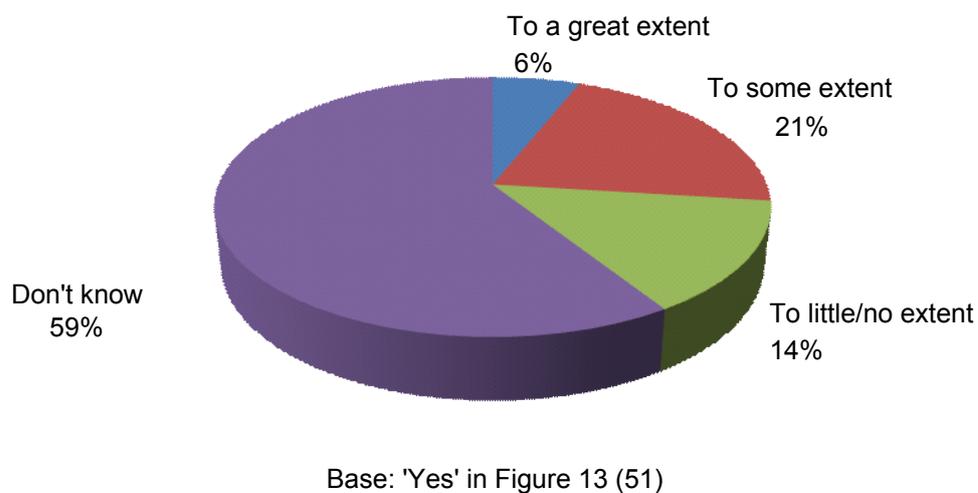


Figure 15: extent to which network is useful for information sharing

From Figure 15 you can see that three in five of those aware of the 16+ Learning Choices National Network (59%) stated that they 'didn't know' to what extent the Network provides a useful platform for information sharing regarding 16+ Learning Choices. However, amongst those who **did** express an opinion here, there was a propensity to believe that this outcome was achieved 'to some extent' (27%), rather than 'to little or no extent' (14%).

Further examination of the data here indicates, on a **purely** indicative basis, that knowledge about the Network was the principal reason for respondents believing that it was providing a useful platform for information sharing regarding 16+ Learning Choices.

To what extent would you say the 16+ Learning Choices National Network helps to inform and support practice and delivery?

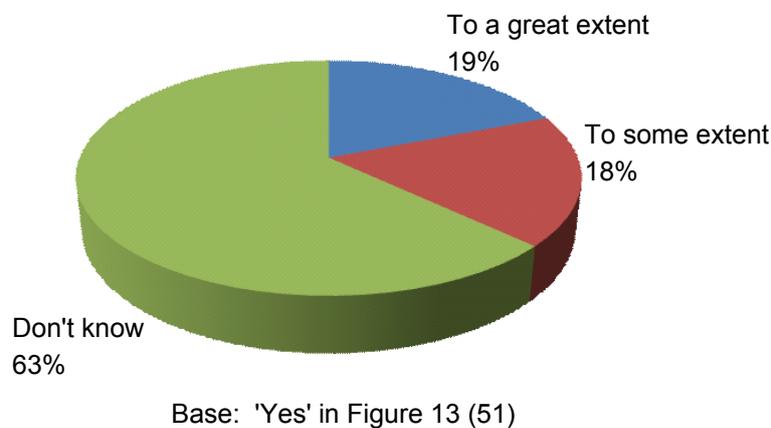


Figure 16: Extent Network helps inform and support

Figure 16 indicates that approaching two thirds of those aware of the 16+ Learning Choices National Network (63%) stated that they 'didn't know' the extent to which it helps to inform and support practice and delivery. However, amongst those who **did** express an opinion, all believed that this was 'to at least some extent'.

Once again, further examination of the data here indicates, on a **purely** indicative basis, that for respondents stating that this belief, this was primarily a function of 'the quality and relevance of resources, information and materials available through the Network'.

What types of additional resources or materials — if any — would you like to have access to regarding the 16+ Learning Choices National Network?

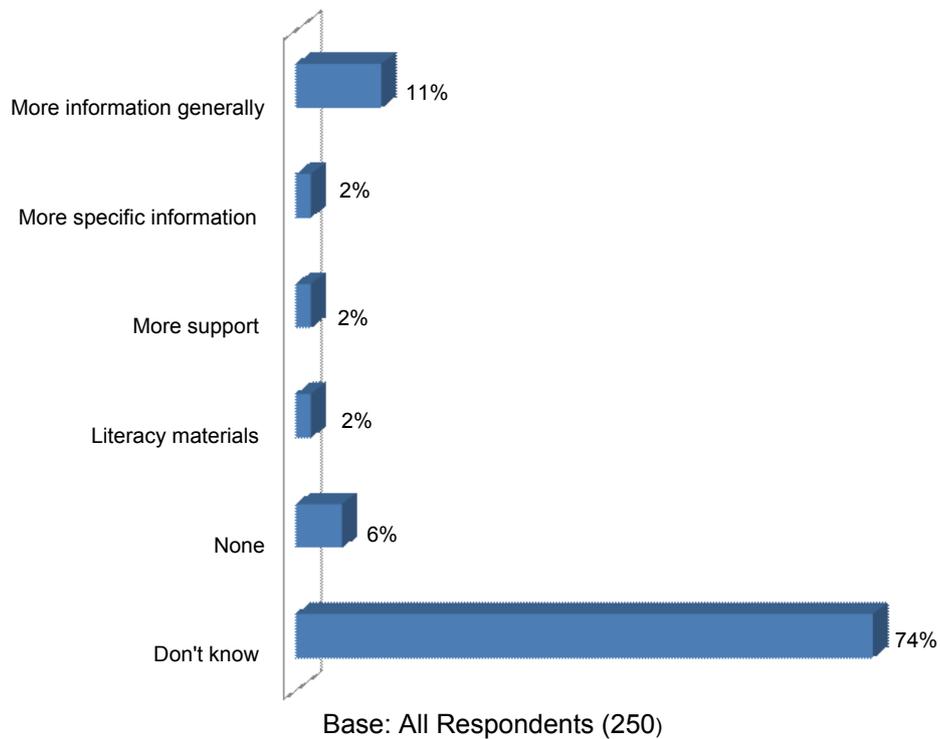


Figure 17: Types of additional resources & materials desired (unprompted)

From Figure 17 you can see that, when **all** respondents were asked on an unprompted basis, three quarters (74%) stated that they ‘didn’t know’ what types of additional resources or materials they would like to have access to regarding the 16+ Learning Choices National Network.

However, a number of respondents made reference here to additional information needs, ie ‘more information generally’ (11%) and ‘more specific information’ (2%), with the latter being most notable amongst school teachers.

It is of interest to note, however, that relatively few respondents (only 6%) stated that they would like access to **no** additional resources or materials regarding the Network.

3 Active practitioners

3.1 Awareness and use of MCMC resources and materials on the SQA and LTS websites

Awareness of resources and materials

Almost all of the active practitioners interviewed noted some degree of awareness of the MCMC resources and materials on the SQA and LTS websites, with around two thirds of respondents overall stating that they had a high degree of awareness.

However, a number of respondents, around one in 10, stated that, although they were aware of MCMC resources and materials on the LTS website, they were not aware of such resources and materials on the SQA website.

Use of resources and materials: extent

Around four fifths of the active practitioners who were aware of MCMC resources and materials on the SQA and LTS websites said they made some use of them.

Amongst these respondents, the vast majority were making use of these resources and materials at least monthly, and a significant core were using them weekly or more frequently. However, it was apparent that around one in five were doing so relatively infrequently and, in particular, had visited either the SQA or LTS websites to make use of the resources or materials on relatively few occasions.

Use of resources and materials: nature

When respondents were asked the nature of use that they were making of the MCMC resources and materials on the SQA and LTS websites, the principal responses related to:

- ◆ Using the resources and materials as an ongoing 'reference point' for information about the MCMC agenda and, in particular, for developments and changes pertinent to the agenda.
- ◆ Referring to the resources and materials in relation to policy changes and developments.
- ◆ Seeking links to other organisations pertinent to the MCMC agenda (ie from which other information could be sourced or sought).
- ◆ Seeking information in relation to Curriculum for Excellence.
- ◆ Seeking exemplars of good practice.
- ◆ Seeking ideas that could be developed and implemented in their own school, college or organisation.

In addition, a core of respondents also made specific reference here to using the resources and materials on the SQA and LTS websites in respect of:

- ◆ Seeking CPD information.
- ◆ Seeking information in respect of assessment.
- ◆ For the development of support materials.
- ◆ For access to guidelines and publications.
- ◆ To develop a general overview of the MCMC agenda.

It is interesting to note that a notable core of the active practitioners interviewed — around one eighth — considered the MCMC resources and materials on the SQA and LTS websites their **primary or principal** source of information with regard to the MCMC agenda.

3.2 Accessibility of MCMC resources and materials on the SQA and LTS websites

It was apparent from the discussions with active practitioners that very few had encountered significant difficulties in accessing the MCMC resources and materials relating on the SQA and LTS websites. Any difficulties that had been encountered were either generic in nature (ie related to the SQA and LTS websites more generally) or were very specific in nature.

The **generic difficulties** referred to included:

- ◆ Problems associated with passwords
- ◆ General difficulties in navigating the SQA and LTS websites

Specific difficulties (ie with aspects of the website pertaining to the MCMC agenda) focused around:

- ◆ Lack of a direct link to MCMC resources and materials
- ◆ Difficulties in locating specific MCMC resources and materials

It should be stressed, however, that these were cited by few respondents and did not emerge as being significant in nature.

3.3 Resources and materials of greatest and least value

Resources and materials of greatest value

The discussions undertaken with active practitioners highlighted two aspects of the MCMC resources and materials which were of most value:

- ◆ Case studies — particularly in respect of providing guidance in relation to and exemplars of good practice
- ◆ MCMC and 16+ Learning Choices practice sharing articles

These were considered to be of particular value by the active practitioners interviewed because of their relevance, practical nature and applicability.

A considerable number of the active practitioners interviewed also made reference to the value of resources and materials that provide information and guidance on the MCMC agenda in the context of Curriculum for Excellence agenda. Given the emerging importance of Curriculum for Excellence, they felt that such contextual information was of critical and increasing importance to practitioners.

A core of respondents also made reference to other resources and materials that they had found to be of particular value, including:

- ◆ Information about SQA courses to help hard-to-reach young people
- ◆ Links to other organisations involved in the MCMC agenda
- ◆ CPD resources

Resources and materials of least value

It is highly encouraging to note that, amongst active practitioners who were aware of and/or had used MCMC resources and materials on the SQA and LTS websites, there was no mention of **any** resources or materials of 'least value'. In particular, a number of the active practitioners interviewed commented on the 'considerable care and thought' that they believed SQA and LTS had devoted to ensuring that the materials available on their websites pertaining to the MCMC agenda were of high quality and relevance and, in particular, were tailored to suit the needs of the target audiences that would be seeking to make use of these resources and materials.

3.4 Additional MCMC resources and materials

When the active practitioners interviewed were asked what types of MCMC resources and materials should be made available, if any, a wide range of responses were provided.

The **primary** demand related to more resources and materials to facilitate and promote better networking and partnership opportunities, including:

- ◆ Better signposting to networking and partnership opportunities.
- ◆ Resources and materials to encourage more partner engagement (including with community partners).
- ◆ Comprehensive and updated contact details at both local and national levels.
- ◆ Resources and materials to facilitate the better exchange of information and data at a local level.

A number of **secondary** demands were also identified, including:

- ◆ The provision of more 'jargon free' resources and materials for 'non-practitioners' and 'non-professionals'.
- ◆ Enhancing the number, range and diversity of case study materials available on the SQA and LTS websites.
- ◆ More support materials for practitioners, eg videos and case studies.
- ◆ Resources and materials that provide access to potential sources of finance to support activities for the target audience.

- ◆ The provision of more paper-based resources and materials (for example, pamphlets and leaflets) including on a 'localised basis' and 'specialised basis', eg relating to young people with special educational needs.
- ◆ The creation of more courses and training opportunities for the target audience.

Finally, a number of **more specific** demands were identified in respect of additional types of resources and materials that active practitioners believe should be made available, including:

- ◆ More clarity in terms of 'what is expected' of the MCMC agenda.
- ◆ The provision of e-mails alerting practitioners to key changes and developments in the MCMC agenda.
- ◆ The provision of downloadable workshop materials (for example, in the form of PowerPoint presentations).
- ◆ Dedicated weblinks to funding opportunities through MCMC.
- ◆ More resources and materials pertaining to special educational needs.
- ◆ More information regarding risk assessment procedures for work placements.
- ◆ Resources and materials dedicated to the creation of virtual learning spaces.
- ◆ More resources and materials pertaining to the Education Maintenance Allowance (for example, in relation to eligibility issues).
- ◆ Resources and materials which more effectively and proactively promote the availability of qualifications relevant to the target audience.

3.5 Awareness, knowledge and understanding of the 16+ Learning Choices National Network

All the active practitioners interviewed said they were aware of the 16+ Learning Choices National Network, and the vast majority stated that they had either a 'very well developed' or 'fairly well developed' knowledge and understanding of the Network — respondents were almost equally split between these two categories. A number of the active practitioners stated that their knowledge and understanding of the Network was far better developed at a local than at a national level.

The discussions with active practitioners indicated that the primary means by which they had developed their knowledge and understanding of the 16+ Learning Choices National Network was through:

- ◆ Events attended, particularly conferences.
- ◆ The LTS, SQA and Scottish Government websites.

Thereafter, active practitioners indicated that a number of 'other mechanisms' had played a role in developing their knowledge and understanding of the Network, including:

- ◆ Contacts within the Scottish Government.
- ◆ Contacts with the '16+ Team'.
- ◆ Through meetings and memberships of relevant groups.

As well as those active practitioners stating their belief that they had a ‘fairly well developed’ knowledge and understanding of the 16+ Learning Choices National Network, a core of respondents stated that, whilst they were aware of the Network, they had limited knowledge and understanding of it.

Further examination of both groups of respondents indicated that their relatively limited knowledge and understanding of the Network was a function of a number of factors:

- ◆ Lack of time to develop knowledge and understanding of the Network
- ◆ The complexity and amount of information associated with the Network
- ◆ Lack of knowledge with respect to ‘where to go’ for additional information, advice or support about the Network

In the context of the outputs noted above, it is of interest to note that a majority of respondents stated that:

- ◆ They believed they had a ‘sufficient’ knowledge and understanding of the Network
- ◆ They required to continue to develop their knowledge and understanding of the Network

3.6 The 16+ Learning Choices National Network as a platform for information sharing

The active practitioners interviewed overwhelmingly provided a positive profile of the 16+ Learning Choices National Network as a platform for information sharing regarding 16+ Learning Choices. In particular, active practitioners were positive about:

- ◆ The extent to which the Network provides the opportunity to **see** good and best practice.
- ◆ The extent to which the Network provides the opportunity to **share** best practice.
- ◆ Networking opportunities available through the Network — which were seen as being of particular importance.
- ◆ The extent to which the Network provides the opportunity to share information. (This was particularly important when practitioners were at an ‘early stage’ in relation to the MCMC agenda.)

In addition to these positive comments, others included:

- ◆ The Network providing a crucial degree of commonality and, in particular, the extent to which it facilitates consistency of delivery and promotes a ‘joined up’ approach to delivering the agenda.
- ◆ The quality of guidance and information that is shared through the Network.
- ◆ The currency of information that is shared through the Network.
- ◆ The value of the Network as a platform to raise issues to be clarified and discussed with other practitioners.

- ◆ Positive comments regarding particular aspects of Network events, including forums and presentations.
- ◆ The value of the Network as a platform to ‘see different perspectives’ — particularly at a national level.
- ◆ The value of the Network as a platform to be used as a ‘sounding board’.

In this context, it is interesting to note that:

- ◆ A number of the active practitioners interviewed had concerns about the extent to which practitioners ‘filtered outwards’ information that was gleaned through the Network.
- ◆ A core number of active practitioners believed that more use should be being made of the Network as a platform for information sharing regarding 16+ Learning Choices.

It should also be stressed that only one of the active practitioners interviewed stated that he did **not** believe that the Network was a useful platform for information sharing, and that two others felt that it was ‘adequate’ in this regard. In addition, it should be noted that two respondents thought the Network had ‘lost its direction recently’ and, in particular, that the Network had ‘widened too much’. However, these comments should be placed in the context of an overwhelmingly positive profile.

Finally, it should be noted that a core of active practitioners interviewed stated that they felt unable to comment as to the usefulness of the Network as a platform for information sharing regarding 16+ Learning Choices, on the basis that they had not engaged sufficiently with the Network to be able to comment, or had a limited knowledge and understanding of the Network.

3.7 Informing and supporting practice and delivery

There was a significant consensus amongst the active practitioners interviewed that the 16+ Learning Choices National Network was — to a very great extent — helping to inform and support practice and delivery. In particular, this perception was based upon:

- ◆ The extent to which the Network had informed and supported practice and delivery for individuals interviewed
- ◆ The extent to which discussions with other practitioners through the Network had indicated that, collectively, the Network was helping them considerably in informing and supporting practice and delivery

More specifically, it was clear that the Network was providing practitioners with skills and knowledge that were being ‘passed on’ and applied within the working environment and, in particular, that practitioners were being provided with a range of ‘tools’ that were valuable, practical and highly useful in practice and delivery. Indeed, a number of active practitioners said that, without 16+ Learning Choices National Network events, it would be very difficult for them to deliver its key principles.

The active practitioners interviewed also felt that the Network was helping to inform and support practice and delivery in a number of specific ways, including:

- ◆ Through its facilitation of CPD
- ◆ By allowing national principles to be ‘cascaded down’ and translated at a local level.
- ◆ Through allowing the ‘rolling out’ of solutions in a uniform way, ie by facilitating a ‘joined up approach’ to delivery
- ◆ By providing knowledge of the ‘strategic thinking’ of the Scottish Government

In the context of these very largely positive outcomes, a number of further factors should be taken into consideration, including:

- ◆ Evidence of difficulties encountered by practitioners in implementing key elements of the MCMC agenda due to lack of time and resources being made available by their organisation (particularly in the context of the MCMC agenda sometimes being seen as being a relatively ‘low priority’ for some schools, colleges and organisations in the third sector).
- ◆ That the delivery of the key principles of the MCMC agenda is viewed as being a ‘work in progress’ and, in particular, that the principles to be applied (and, indeed, the ways in which these should be applied) are evolving through time.
- ◆ That a core of active practitioners interviewed felt unable to comment as to the extent to which the Network was helping to inform and support practice and delivery (due to limited knowledge, understanding or experience of the Network).

Finally, it should be noted that a number of the active practitioners interviewed stated their belief that:

- ◆ ‘Better direction’ was required from the Network in terms of preferred practice in delivering key principles of the MCMC agenda
- ◆ More guidance was required as to what practitioners could ‘realistically expect to deliver’
- ◆ Practitioners per se have the capacity to be more effective in ‘rolling out’ the key principles of the MCMC agenda to other practitioners in their school, college or third sector organisation

3.8 Conferences and events attended

The principal events attended by the active practitioners interviewed were the Senior Phase Conferences at Tynecastle and Celtic Park.

Senior Phase Event at Tynecastle

Active practitioners who had attended the Senior Phase event at Tynecastle were very positive about it. The principal benefits associated with this event were:

- ◆ Networking opportunities, including the opportunity to meet people from different sectors and the opportunity to arrange subsequent meetings with partners and other practitioners.

- ◆ The group and workshop sessions — which gave participants the opportunity to hear the experiences of others and also raise their own questions and concerns.
- ◆ Reassurance and ‘validation’ that ‘what they were doing was right’.
- ◆ The opportunity to see and share best practice, including the opportunity to ‘come away’ with good ideas.
- ◆ The extent to which the event put ‘policy into context’.

A number of other aspects of this event were also seen as being of value, including:

- ◆ Providing more information and a better insight into the MCMC agenda.
- ◆ The opportunities for local authorities to ‘get together’.
- ◆ Making the strategy associated with the MCMC agenda clearer.
- ◆ The extent to which the event highlighted the need for ‘joined up thinking’.
- ◆ The quality of speakers and presentations — including the input from HMIE.
- ◆ The event providing a useful insight into policy.
- ◆ The event providing a ‘regional perspective’.
- ◆ The opportunity to see the ‘bigger picture’ — particularly in terms of what is ‘going on in the regions’.

It should be stressed that there were very few negatives noted in respect of the Senior Phase Conference at Tynecastle, with the only notable concern being raised relating to the noise at the venue, which, it was felt, impacted negatively upon the group sessions.

Senior Phase Conference at Celtic Park

The active practitioners who had attended the Senior Phase Conference at Celtic Park were also largely positive about this event and, in particular, the most useful and valuable aspects of the event were seen as being:

- ◆ The extent to which it provided networking opportunities.
- ◆ The opportunity to see and share best practice — and, in particular, to ‘go away with’ good ideas.
- ◆ The value of the group sessions, including those relating to self evaluation and forward planning.
- ◆ The quality of the speakers — including the ‘inspirational’ keynote speaker.

A range of other valuable and useful elements of this conference were also noted by those who had attended it, including:

- ◆ The ‘mix’ of local and national delegates.
- ◆ Reassurance and ‘validation’ that ‘what they were doing was correct’.
- ◆ Helping to build their knowledge base of the MCMC agenda.
- ◆ The quality of presentations.
- ◆ The opportunity to find out about changes in the MCMC agenda.
- ◆ The opportunity to contribute questions, experiences and concerns during discussions — both formally and informally.
- ◆ ‘The time and space to talk to other practitioners’.

Despite the overwhelmingly positive response to the Celtic Park event, and the positive response to group sessions, there was a belief amongst a number of the active practitioners interviewed that the group sessions could have been better structured and, in particular, would have benefited from formal facilitation.

National Network events

A considerable number of the active practitioners interviewed had attended National Network events, with specific mention being made of events at Atlantic Quay, Victoria Quay and in Coatbridge and Stirling.

The response to these National Network events was overwhelmingly positive and, in particular, these events were seen as being of most value and useful in respect of:

- ◆ Providing networking opportunities, which are seen as being particularly important to practitioners who can feel, at times, that they are 'isolated'.
- ◆ Workshop sessions during these events, during which, experiences could be shared, questions asked and concerns discussed.
- ◆ Seeing and sharing good practice, particularly through hearing and learning from the experiences of others.

In addition to these principal elements of value, a number of other more specific elements of these events which were valuable and useful were also identified by active practitioners who had attended them, including:

- ◆ 'Validation' and reassurance that 'what they were doing was correct'.
- ◆ Being provided with policy and practice updates.
- ◆ Sharing information with other practitioners.
- ◆ Inputs in relation to SDS.
- ◆ Inputs in relation to Curriculum for Excellence.
- ◆ Increasing knowledge base in respect of the MCMC agenda.
- ◆ 'Coming away with' good ideas.

It should be stressed that the benefits noted above were consistent across the range of National Network events attended by practitioners — ie they were not restricted to particular events.

It should also be noted that there was almost no negativity cited by active practitioners who had attended a National Network event, although a small number of respondents did make reference to the amount and complexity of information that was presented, and thought this could have been 'overwhelming' for some attendees.

Other events

A number of the active practitioners interviewed made reference to other events that they had attended such as 'Network meetings' and 'workshop forums' (with reference being made in this regard to 'SDS' and 'the 16+ Group').

Again, the response to these events was overwhelmingly positive and, in particular, attendees pointed to the usefulness and value of these events in terms of:

- ◆ Increasing their knowledge base in respect of the MCMC agenda.
- ◆ Networking opportunities and, in particular, the opportunity to interact with other practitioners.
- ◆ The opportunity to see and share best practice.

Again, these events were seen as being of critical importance in terms of practitioners delivering their responsibilities in respect of the MCMC agenda when they went back to their school, college or third sector organisation.

3.9 Additional resources and materials that should be made available

When active practitioners were asked, at the end of the interview process, what they believed should be made available in terms of additional types of resources or materials regarding the 16+ Learning Choices National Network, the three principal demands to emerge related to:

- ◆ Greater opportunities for practitioners to meet and network through, for example, more local events.
- ◆ Providing more web-based information. For example, more case studies, more videos, more newsletters, more exemplars of good practice, better signposting/links to other information/organisations, an effective online practitioner forum, and a dedicated MCMC website.
- ◆ Greater finance and funding to be made available, including more funding for social workers and key workers, more funding for drop-in centres, long-term funding for the third sector (to facilitate planning), early intervention funding and greater funding dedicated to special needs.

Further suggestions made by active practitioners included:

- ◆ More support to be made available to allow and facilitate engagement by practitioners in the Network.
- ◆ More opportunities for practitioners to share best practice, both face to face and online.
- ◆ Downloadable presentation materials to be available to practitioners.
- ◆ Improvements to the National Learning Opportunities database.
- ◆ More support and materials to be made available for parents.
- ◆ More 'follow up' materials for practitioners who attend Network events — eg minutes of discussions, Q and A sessions etc.
- ◆ Greater provision of 'jargon free' materials for use by/distribution to non-practitioners.
- ◆ Creation of a contact database of practitioners and other key partners.

4 Conclusions

4.1 Non-active practitioners

The research amongst non-active practitioners highlighted a number of **positive outcomes**, including:

- ◆ Notable levels of prompted awareness of resources and materials on the SQA website relating to the MCMC agenda, and CPD resources relating to the MCMC agenda on the LTS website.
- ◆ The extent to which resources and materials relating to the MCMC agenda on both the SQA and LTS websites were seen as being accessible.
- ◆ Notable levels of use — amongst those who had visited either the SQA or LTS websites — of information about understanding standards of assessment, links to other organisations involved in the MCMC agenda, information about SQA courses to help hard-to-reach young people, and case studies (on the SQA website) and MCMC and 16+ Learning Choices practice sharing articles and CPD resources (on the LTS website).
- ◆ The extent to which resources and materials on the SQA and LTS websites were seen as being valuable and useful.

Despite these positive outcomes, however, a number of **negative outcomes** also emerged, including:

- ◆ The relatively low proportion of non-active practitioners who had visited the SQA website and, in particular, the LTS website, to use resources and materials pertaining to the MCMC agenda.
- ◆ Limited prompted awareness of materials and resources — apart from CPD resources — relating to the MCMC agenda on the LTS website.
- ◆ Only one in eight non-active practitioners had visited the LTS website to use resources and materials pertaining to the MCMC agenda.
- ◆ Three out of five non-active practitioners ‘don’t know’ what types of additional MCMC resources and materials they would like to have access to, and one in seven ‘don’t want’ access to any additional MCMC resources or materials.
- ◆ Only one in five non-active practitioners are aware of the 16+ Learning Choices National Network, and amongst these practitioners, three quarters have a poorly developed understanding of the Network, three in five are unaware of the extent to which it provides a useful platform for information sharing, and two thirds are unaware of the extent to which it helps inform and support practice and delivery.
- ◆ Three quarters of non-active practitioners ‘don’t know’ what types of additional resources and materials they would like to have access to regarding the 16+ Learning Choices National Network.

In response to the research undertaken amongst non-active practitioners, SQA and LTS should consider how to address these **challenges**:

- ◆ To increase levels of awareness amongst non-active practitioners of resources and materials relating to the MCMC agenda on the SQA website and, in particular, on the LTS website.
- ◆ To increase the extent to which non-active practitioners visit the SQA website — and, in particular, the LTS website — to use resources and materials pertaining to the MCMC agenda.
- ◆ To improve the accessibility of resources and materials on the SQA and LTS websites pertaining to the MCMC agenda.
- ◆ To increase awareness and understanding of the 16+ Learning Choices National Network amongst non-active practitioners and, in particular, the extent to which it provides a useful platform for information sharing regarding 16+ Learning Choices and helps to inform and support practice and delivery.

4.2 Active practitioners

The research undertaken amongst active practitioners also provided a range of **positive outcomes** including:

- ◆ The relatively high degree of awareness of resources and materials relating to the MCMC agenda amongst active practitioners, and the notable degree of use of these resources and materials by those who are aware of them.
- ◆ The limited extent to which active practitioners encounter difficulties in accessing resources and materials relating to the MCMC agenda on the SQA and LTS websites.
- ◆ The extent to which MCMC resources and materials on the SQA and LTS websites are seen as being of value — particularly case studies and MCMC and 16+ Learning Choices practice sharing articles.
- ◆ High levels of awareness of the 16+ Learning Choices National Network amongst active practitioners.
- ◆ The overwhelming extent to which active practitioners view the 16+ Learning Choices National Network as a platform for information sharing, and the strong consensus amongst active practitioners that the Network is, to a very great extent, helping to inform and support practice and delivery.
- ◆ The extent to which conferences and events attended by active practitioners are viewed positively across a wide range of factors, including networking opportunities, group and workshops sessions, reassurance/validation, and the opportunity to see and share best practice.

Despite the largely positive nature of outcomes emerging from the research undertaken amongst active practitioners, a number of **negative outcomes** are also apparent, including:

- ◆ Only around one in eight active practitioners using the SQA and LTS websites regard them as their principal or primary source of information about the MCMC agenda.
- ◆ The degree of difficulty encountered by **some** active practitioners in accessing materials pertaining to the MCMC agenda on the SQA and LTS websites.
- ◆ Amongst active practitioners with a relatively limited knowledge and understanding of the 16+ Learning Choices National Network, this is a function of

a range of factors, including lack of time, complexity and amount of information, and lack of knowledge of 'where to go' for additional information or advice/support about the Network.

- ◆ Some active practitioners are encountering difficulties in implementing key elements of the MCMC agenda due to 'other priorities' within their organisation.

In response to the research undertaken amongst active practitioners, SQA and LTS should consider how to address these **challenges**:

- ◆ To increase the frequency of use of resources and materials on the SQA and LTS websites relating to the MCMC agenda amongst active practitioners.
- ◆ To increase the extent to which active practitioners view the SQA and LTS websites as their primary or principal sources of information regarding the MCMC agenda.
- ◆ To consider the viability of responding to the desires noted by active practitioners for additional resources and materials to be made available.
- ◆ To increase levels of knowledge and understanding of the 16+ Learning Choices National Network amongst active practitioners, particularly at a national level.
- ◆ To review the reasons presented for some active practitioners having a relatively limited knowledge and understanding of the 16+ Learning Choices National Network, and consider the extent to which these can be addressed by the SQA and LTS.
- ◆ To respond to the fact that most active practitioners want to continue to develop their knowledge and understanding of the 16+ Learning Choices National Network.
- ◆ To consider whether the relatively low priority placed upon the MCMC agenda amongst some organisations can be addressed by the SQA and LTS.
- ◆ To consider the viability of responding to desires amongst active practitioners regarding additional resources and materials that they would like to see made available regarding the 16+ Learning Choices National Network.

Appendix 1: Non-active practitioner questionnaire

FINAL DRAFT

ASHBROOK RESEARCH and CONSULTANCY LTD

1 WOODSIDE TERRACE

GLASGOW

G3 7UY

TEL: 0141 333 1213

FAX: 0141 332 1431

PROJECT: SQA/LTS: More Choices, More Chances evaluation — ‘non-active’ practitioner questionnaire (J664)

COLLECT RESPONDENTS DETAILS:

Explain that there is a one in ten chance that a supervisor may contact them to confirm the accuracy of the interview.

Name: _____

Address: _____

Postcode: _____

Tel No: _____

CLOSE INTERVIEW BY READING OUT STATEMENT:

‘Thank you very much for your help. Can I remind you that this was a bona fide market research interview conducted within the Market Research Society code of practice by Ashbrook Research and Consultancy Limited. If you would like to check that we are a bona fide market research agency then you can call Freefone Market Research on 0500 396999.’

INTERVIEWER DECLARATION:

I declare that this interview was carried out accordingly to instructions, within the Market Research Society’s Code of Conduct and that the respondent was not previously known to me.

Job No:	6	6	4	Int. Name:	_____
	_____	_____	_____		
Int. No:				Signature:	_____
	_____	_____	_____		
Que No:				Date:	_____
	_____	_____	_____		
Edited by:				Coded by:	_____
	_____	_____	_____		

INTERVIEWER — READ OUT

‘Good morning/afternoon. I’m _____ from Ashbrook Research and Consultancy Ltd. We have been commissioned by the Scottish Qualifications Authority and Learning and Teaching Scotland to undertake a survey amongst people working in the learning and skills sector. I wonder if you could spare a few minutes to answer some questions – your answers will, of course, be treated with the strictest confidentiality and, in particular, your personal details will not be passed to any third party, including the Scottish Qualifications Authority and Learning and Teaching Scotland. Firstly, can I check have you attended one or more of the three 16+ Learning Choices or Senior Phase Conferences, or the 16+ Learning Choices National Network?’ (Researcher: if ‘Yes’, do not proceed with interview).

1. Firstly, I would like to ask you a number of questions about the More Choices, More Chances agenda. Were you aware that the SQA website contains the following resources and materials relating to the More Choices, More Chances agenda?

	Yes	No	Route
Case studies	1	2	Q2
Action research projects	1	2	Q2
Centre videos	1	2	Q2
Information about SQA courses to help hard-to-reach young people	1	2	Q2
Information about understanding standards of assessment	1	2	Q2
Information on obtaining approval to offer SQA qualifications	1	2	Q2
Research, papers and articles	1	2	Q2
Links to other organisations involved in the More Choices, More Chances agenda	1	2	Q2

2. Have you visited the SQA website to use any of the resources and materials it contains relating to the More Choices, More Chances agenda?

		Route
Yes	1	Q3
No	2	Q7

3. Generally, how would you rate the accessibility of these resources and materials on the SQA website?

		Route
Very accessible	1	Q4
Fairly accessible	2	Q4
Fairly inaccessible	3	Q4
Very inaccessible	4	Q4

4. Which of the following resources and materials relating to the More Choices, More Chances agenda on the SQA website have you visited? **(Researcher: code in Col 4A below)** and how useful did you find the resources and materials you used? **(Researcher: code in Col 4B below)**

	Col 4A	Col 4B			Route
		Very Useful	Fairly Useful	Of Little/ No Use	
Case studies	1	1	2	3	
Action research projects	1	1	2	3	
Centre videos	1	1	2	3	
Information about SQA courses to help hard-to-reach young people	1	1	2	3	
Information about understanding standards of assessment	1	1	2	3	
Information on obtaining approval to offer SQA qualifications	1	1	2	3	
Research, papers and articles	1	1	2	3	
Links to other organisations involved in the More Choices, More Chances agenda	1	1	2	3	Q5

5. **(Researcher: check back to Q4. If 'case studies' used, check comment re usefulness, then ask...)** Why did you say you found the case studies you used to be useful/of little or no use? **(Probe fully. Do not prompt)**

Route

Q6

6. **(Researcher: check back to Q4. If ‘action research projects’ used, check comment re usefulness, then ask...)** Why did you say you found the action research projects you used to be useful/of little or no use? **(Probe fully. Do not prompt)**

Route

Q7

7. Were you aware that the LTS website contains the following resources and materials relating to the More Choices, More Chances agenda?

	Yes	No	Route
MCMC sharing practice articles	1	2	
16+ Learning Choices sharing practice articles	1	2	
CPD resources	1	2	
16+ Learning Choices National Network meetings	1	2	
16+ Learning Choices National events in Perth, Edinburgh or Glasgow	1	2	Q8

8. Have you visited the LTS website to use any of the resources and materials it contains relating to the More Choices, More Chances agenda?

		Route
Yes	1	Q9
No	2	Q13

9. Generally, how would you rate the accessibility of these resources and materials on the LTS website?

		Route
Very accessible	1	Q10
Fairly accessible	2	Q10
Fairly inaccessible	3	Q10
Very inaccessible	4	Q10

10. Which of the following resources and materials relating to the More Choices, More Chances agenda on the LTS website have you visited? (**Researcher: code in Col 10A below**) and how useful did you find the resources and materials you used? (**Researcher: code in Col 10B below**)

	Col 10A	Col 10B			Route
		Very Useful	Fairly Useful	Of Little/No Use	
MCMC sharing practice articles	1	1	2	3	
16+ Learning Choices sharing practice articles	1	1	2	3	
CPD resources	1	1	2	3	
16+ Learning Choices National Network meetings	1	1	2	3	
16+ Learning Choices National events in Perth, Edinburgh or Glasgow	1	1	2	3	Q11

11. (**Researcher: check back to Q10. If 'MCMC or 16+ Learning Choices sharing practice articles' used, check comment re usefulness, then ask...**) Why did you say you found these sharing practice articles to be useful/of little or no use? (**Probe fully. Do not prompt**)

Route

Q12

12. (**Researcher: check back to Q10. If 'CPD resources' used, check comment re usefulness, then ask...**) Why did you say you found these CPD resources to be useful/of little or no use? (**Probe fully. Do not prompt**)

Route

Q13

13. Do you use other sources or materials relating to More Choices, More Chances work?

		Route
Yes	1	Q14
No	2	Q15

14. Which other sources or materials do you use? (**Probe fully. Do not prompt**)

Route

Q15

15. What types of additional resources and materials — if any — would you like to have access to regarding the More Choices, More Chances agenda? (**Probe fully. Do not prompt**)

Route

None 1

Don't know 2

Q16

16. Have you heard of the 16+ Learning Choices National Network?

		Route
Yes	1	Q17
No	2	Q22

17. How would you describe your level of knowledge and understanding of the 16+ Learning Choices National Network?

		Route
Very well developed	1	Q18
Fairly well developed	2	Q18
Fairly poorly developed	3	Q18
Very poorly developed	4	Q18

18. To what extent would you say that the 16+ Learning Choices National Network provides a useful platform for information sharing regarding 16+ Learning Choices?

		Route
To a great extent	1	Q19
To some extent	2	Q19
To little/no extent	3	Q19
Don't know	4	Q19

19. Why do you say that? **(Probe Fully. Do Not Prompt)**

Route

Q20

20. To what extent would you say the 16+ Learning Choices National Network helps to inform and support practice and delivery?

		Route
To a great extent	1	Q21
To some extent	2	Q21
To little/no extent	3	Q21
Don't know	4	Q21

21. Why do you say that? **(Probe Fully. Do Not Prompt)**

Route

Q22

22. What types of additional resources and materials — if any — would you like to have access to regarding the 16+ Learning Choices National Network? (**Probe fully. Do not prompt**)

Route

None 1

Don't know 2

Close

Researcher: close interview and code respondent type below.

Respondent type	
School teacher	1
FE lecturer	2
Third sector	3

Appendix 2: Evaluation: More Choices, More Chances Agenda (J664): Topic Guide: ‘active practitioners’

1. Probe awareness of resources and materials relating to the More Choices, More Chances agenda contained on the SQA and LTS websites.
2. Determine extent and nature of use of these resources and materials on the SQA and LTS websites.
3. Probe views regarding the accessibility of the resources and materials relating to the More Choices, More Chances agenda on the SQA and LTS websites. In particular, examine extent/nature of any difficulties encountered re accessibility.
4. Determine which resources and materials used on the SQA and LTS websites have been of greatest value and why.
5. Determine which resources and materials used on the SQA and LTS websites have been of least value and why.
6. Establish the additional types of resources and materials — if any — respondents believe should be made available regarding the More Choices, More Chances agenda.

7. Examine levels of knowledge, awareness and understanding of the 16+ Learning Choices Network.

8. Determine to what extent the 16+ Learning Choices National Network is perceived as providing a useful platform for information sharing regarding 16+ Learning Choices and why.

9. Explore the extent to which the 16+ Learning Choices National Network is perceived as helping to inform and support practice and delivery and why.

10. Establish which 16+ Learning Choices/Senior Phase Conferences and 16+ Learning Choices National Network events respondents have attended. For each conference/event, establish its usefulness/value and reasons for level of use/value.

11. Establish the additional types of resources and materials — if any — respondents believe should be made available regarding the 16+ Learning Choices National Network.