

# Procedure for End of Course Surveying of Learners

## 1. Purpose

The purpose of this procedure is to give guidance to Course Managers, Coordinators and PLC Principals regarding the end of course surveying of learners. The procedural document aims to help quality assure the process of engaging with learners systematically at the end of their course to determine their experience both general, and relating to specific elements of delivery.

## 2. Scope

The procedural document is relevant for courses where WWETB learners are enrolled. This includes WWETB learners in training provision such as apprenticeship, Local Training Initiatives and contacted training courses. It also includes all Further Education courses inclusive of Community Education Learners and Tertiary provision.

## 3. Definitions

**EOC-** End of Course

**FE-** Further Education

**FET-** Further Education & Training

**DFET-** Director of Further Education & Training

**LTI-** Local Training Initiative

**Tertiary Provision-** Collaborative degree courses with Higher Education Institutions

## 4. Responsibilities

**4.1** The FET Leadership Team have governance and oversight of the implementation of this procedure which has been developed by the WWETB Quality Team in conjunction with the WWETB Quality Assurance Steering Group.

**4.2** It is the responsibility of the relevant FET Manager to ensure that there are systematic consultation processes being implemented across the provision that they have responsibility for, and that the results of those systematic processes are transparent and available to relevant stakeholders.

**4.3** It is the responsibility of the Course Manager/Coordinator/PLC Principal to implement, or formally designate the implementation of a consistent end of course (EOC) process and that the results of same are used in the process of course review and improvement. It is also their responsibility to ensure that results are readily available to relevant stakeholders, not just for the current year but also for previous years, and that there is transparency in the implementation of the system.

**4.4** It is the responsibility of the Quality Team to advise on the development and implementation of end of course surveying of learners procedures in the context of:

- Effectiveness
- Transparency
- Efficiency of process including sharing of learner feedback
- Due diligence for protection of learner details
- Effective compilation and use of Learner feedback by and across provision for use with external stakeholders for processes such as external review, business case development

**4.5** It is the responsibility of the WWETB Learner to act with integrity during and consultation processes.

## 5. Context

WWETB is committed to having in place effective end of (FET ) course surveying procedures for learners for the following reasons:

### **5.1 Learner Voice**

Being Learner-centred is one of the core values expressed in the WWETB Strategy Statement 2023-2027. Our mission is to provide a wide range of high-quality education and training programmes to our current and prospective learners, and the input of the learner voice is recognised by WWETB Management Teams and practitioners as vital to achieving this.

### **5.2 Review and Improvement**

High-quality provision as expressed in the WWETB mission statement is an ongoing process of achievement and maintenance. As high standards are achieved, so too do they have to be maintained. WWETB requires systematic tools by which the quality of provision can be gauged. Improvement can only occur in the context of cyclical review based on reliable information. The implementation of a reliable procedure for review with learners leads to standardisation. In turn, standardisation can become a baseline for quality improvement.

### **5.3 Transparency and Rigour**

The process of review for a public body should always be transparent so that relevant stakeholders can be assured of the rigour by which WWETB provision develops over time. Success of any FET course is not solely based on the number of participants or the quantity of certification achieved, but on a broader myriad of indicators. WWETB endeavours to implement the tools to express success across a broad range of indicators.

## 6. End of Course Surveying of Learners- Procedural Steps

**6.1** The Quality Team have developed a standardised tool for surveying learners near the end of their course. The survey tool houses six distinct survey types to serve the following broad FET Learner groups:

- A-** Participants of short courses (courses of less than 42 hours and less than 7 weeks)
- B-** Participants of courses at NFQ levels 1 to 3
- C-** Participants of courses at NFQ levels 4 to 6
- D-** Participants of unaccredited courses
- E-** Participants of apprenticeship courses
- F-** Participants of 'Service to Business' courses

**6.2** PLSS inputters should ensure that all courses are set up using the correct and agreed details particularly with regard to course name and location etc. Consult the relevant SOP [PLSS Venue names and location and area.docx](#) and if in doubt, contact the PLSS coordinator.

**6.3** The EOC survey for learners invites their thoughts and feelings related to their experiences under the following themes:

- Course Promotion and Access
- Course Content
- Teaching and Learning
- Support and Inclusiveness
- Assessment
- Completion and Progression

**6.4** The survey is an online tool that can be taken via a computer, laptop or a mobile phone. Course Managers should facilitate learner access to the survey tool based on the approach that will give the best support to learners and elicit the most reliable responses. For example:

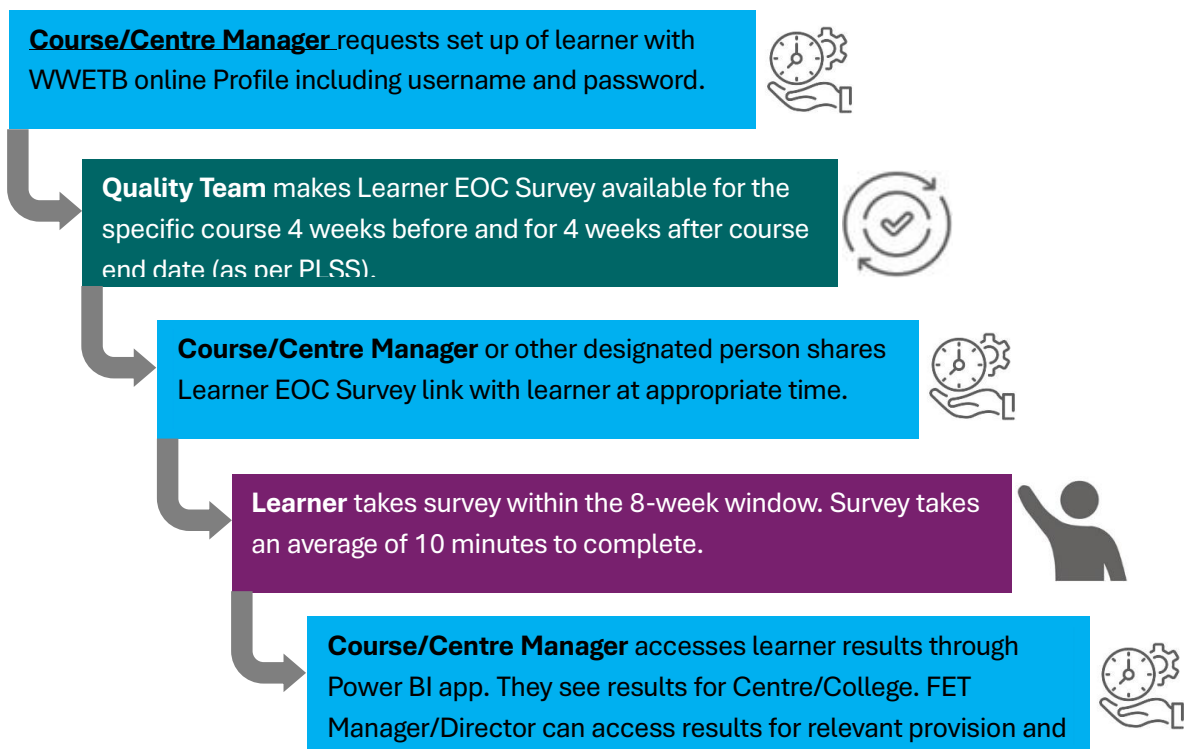
An Adult Literacy class could be facilitated by a practitioner to take the survey while in class toward the end of the their course. In this way, Learners could take the survey in a computer room and avail of both the survey's accessibility

functionality, and consult with the practitioner to aid their progress and understanding.

A Service to Business learner could be encouraged to take the survey at their convenience after course end. In this way, they could choose to take the survey via mobile phone at a time that suits them.

**6.5** The WWETB Quality Team utilises Microsoft Power Apps to house the Learner Survey and compile the resulting learner input. Optimising accessibility has been a factor in the design of the survey. The survey questions have been written in Plain English. A Screen Reader has been integrated into the survey for learners who have preference to hear the questions and answer options.

**6.6** Learners will require an WWETB e-mail address and password in order to complete the survey. WWETB profiles can be set up for all WWETB learners in conjunction with the WWETB IT Department. Where there are issues or impracticalities in relation to this, please see the options in Section 6.6 of this document.



**Figure1:** Process Flow- FET Learner EOC Survey

**6.7** Where there are valid impediments to using the online FET Learner EOC Survey, other survey methods can be used in its place such as paper-based survey formats etc.

**6.8** The EOC survey Other survey formats could be used in tandem with the FET Learner EOC Survey, particularly specific purpose surveys that might be necessary from time to time. Examples of this might include surveys about transportation, financial challenge, Library facilities, meeting in-centre inclusion and diversity targets, or specific provision review commitments or events etc.

## 7. Review of Survey Results

**7.1** FET Learner EOC Survey results are compiled on a bespoke dashboard to facilitate efficient review of learner responses. The dashboard is housed in ‘Power Bi.’ Quantitative information is displayed in easy to read charts and qualitative information can be viewed in tables.

**7.1** The Quality Team will provide briefings on the survey and dashboard use to centres/provision as they need it. A dashboard walkthrough video is also available as and can be accessed at the ETB staff member’s convenience.

**7.2** FET Course Managers (FET Coordinators and PLC Principals) will have access to survey results for learners and courses they have responsibility for. Access can be requested for another designated Team member by the relevant FET Coordinator/PLC Principal. FET Course Managers should organise for data to be made available to the relevant course practitioners. This can be done as part of localised annual review activity. Survey results can be exported for viewing into other forms such as PowerPoint and Excel.

**7.3** FET Managers (Training Managers and AEOs) will have access to survey results associated with the provision type they have responsibility for. Results can be viewed by overall provision type or can be refined by centre and by course.

**7.4** FET Practitioners will not have individual or direct access to the survey results but should have access to results of surveys through in-centre course review activity.

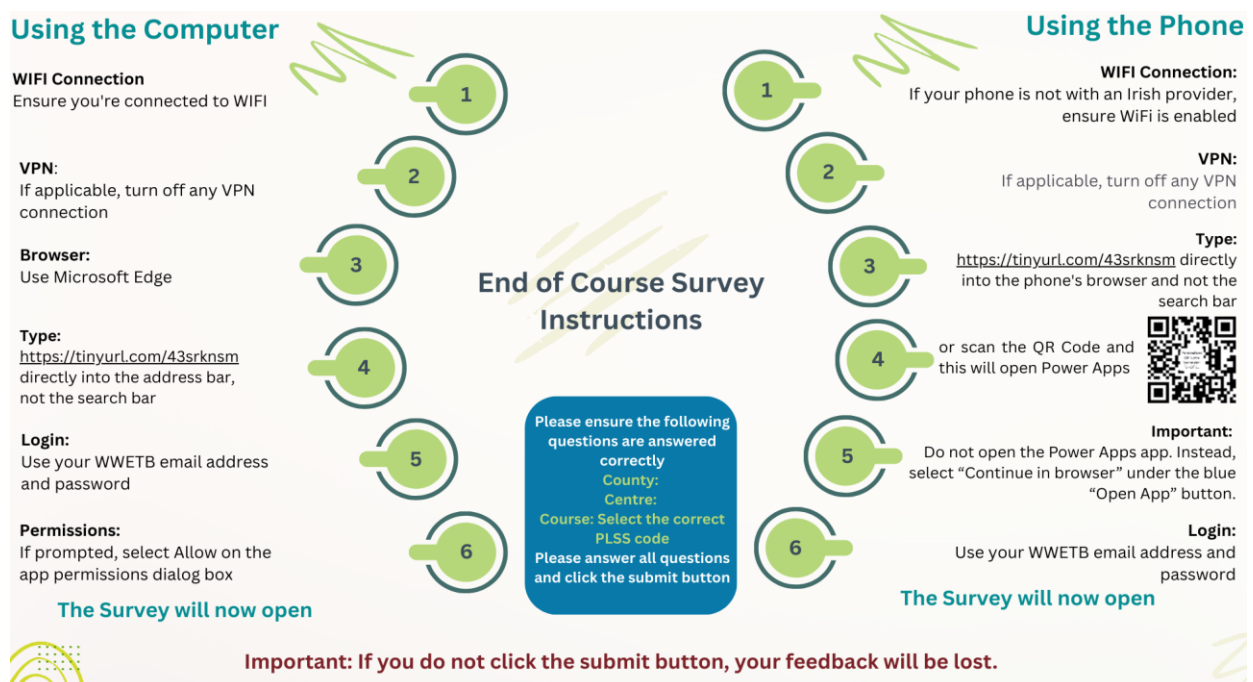
**7.5** The Director of FET will have access to all FET Learner EOC Survey results and can refine as appropriate to view specific courses or provision types.

**7.6** Specific members of the Quality Team will have access to all FET Learner EOC Survey results including QA Managers and Officers, TEL personnel, the Data Analyst and the Programme Development and Review Coordinator.

**7.7** It is anticipated that the learner survey responses will be recurrently consulted by the aforementioned stakeholders at their discretion to inform course review and course planning. The information arising from the learner surveys may be used by FET Managers, the DFET and Quality Team for other specific purposes such as systematic review, business case development and other relevant and appropriate purposes.

## 8. Supporting Documents.

### 8.1 - End of Course Survey Instructions







## 8.2 - End of Course Survey Questions

# Learner Survey Questions



## Short Course Participants

### 1

#### Theme 1 - Course Promotion and Access

- How did you find out about the course?
- How did you apply for the course?
- Did you have to do anything else after this?
- How easy was it for you to sign up for your chosen course?
- Did you have an induction session at the start of your course?
- If yes - How helpful was the course induction session for you?
- Did you learn about the course content and assessment expected of you after signing up?
- Have you any additional comments about how this course is advertised or gaining access to the course?

### 2

#### Theme 2 - Course Content

- Did you enjoy the course?
- Did you find the learning level difficult?
- How was the pace of the course for you?
- Did you find any issues with the material of the course? For instance, did it feel outdated, not useful, or unfair in any way?
- Do you have any other thoughts or feedback about the course content?

### 3

#### Theme 3 - Teaching and Learning

- Did your Teachers/Instructors try to make the learning interesting?
- Did we ask you to attend any online classes?
- Do you have any other comments about the quality of teaching on this course?
- What did you enjoy most about the teaching in this course?
- Are there any improvements you think could be made?





# Learner Survey Questions



## 4

### Theme 4 - Supports and Inclusiveness

- Did your teachers/ tutors/ Instructors make you feel included and respected?
- Did you need any extra help or support while on your course?
- What additional support did you need?
- Were you given the help/support you needed?
- Do you have any other comments about support and inclusiveness for this course?

## 5

### Theme 5 - Assessment

- How would you describe the assessments?
- Do you have any additional comments about assessment associated with this course?

## 6

### Theme 6 - Completion and Progression

- How important is the certification from this course to you?
- Would you recommend this course to others?
- Do you have additional comments about progression options for this course?



# Learner Survey Questions



## Levels 1-3 Participants

### 1

#### Theme 1 - Course Promotion and Access

- How did you find out about the course?
- How did you apply for the course?
- Did you have to do anything else after this?
- How easy was it for you to sign up for your chosen course?
- Did you have an induction session at the start of your course?
- If yes - How helpful was the course induction session for you?
- Did you learn about the course material and assessment expected of you after signing up?
- Have you any additional comments about how this course is advertised or gaining access to the course?

### 2

#### Theme 2 - Course Content

- Did you enjoy the course?
- Did you find the learning level difficult?
- How was the pace of the course for you?
- Did you find any issues with the content of the course? For instance, did it feel outdated, not useful, or unfair in any way?
- Do you have any other thoughts or feedback about the course content?

### 3

#### Theme 3 - Teaching and Learning

- Did your Teachers/Instructors try to make the learning interesting?
- Tick the types of teaching methods that you experienced on your course?
- Tick any or all of the following statements which you think apply to you. Doing this course has made me:
  - How were the learning facilities?
  - Were there any course facilities or equipment that you felt were lacking or missing?
  - Did you receive feedback on your progress during the course?
  - If yes - Select all the ways in which you received feedback.
  - Did we ask you to attend any online classes?
  - If yes - How would you rate the quality of the online classes?
- Do you have any other comments about the quality of teaching on this course?
- What did you enjoy most about the teaching in this course?
- Are there any improvements you think could be made?



# Learner Survey Questions



## Unaccredited Participants

### 1 Theme 1 - Course Promotion and Access

- How did you find out about the course?
- How did you apply for the course?
- How easy was it for you to sign up for your chosen course?
- Did you have an induction session at the start of your course?
- If yes - How helpful was the course induction session for you?
- Have you any additional comments about how this course is advertised or gaining access to the course?

### 2 Theme 2 - Course Content

- Did you enjoy the course?
- Did you find the learning level difficult?
- How was the pace of the course for you?
- Did you find any issues with the course material? For instance, did it feel outdated, not useful, or unfair in any way?
- Do you have any other thoughts or feedback about the course content?

### 3 Theme 3 - Teaching and Learning

- Did your Teachers/Instructors try to make the learning interesting?
- Tick any or all of the following statements which you think apply to you. Doing this course has made me:
- How were the learning facilities?
- Were there any course facilities or equipment that you felt were lacking or missing?
- Did we ask you to attend any online classes?
- If yes - How would you rate the quality of the online classes?
- Do you have any other comments about the quality of teaching on this course?
- What did you enjoy most about the teaching in this course?
- Are there any improvements you think could be made?



# Learner Survey Questions



## 4

### Theme 4 - Supports and Inclusiveness

- Did your teachers/ tutors/ Instructors make you feel included and respected?
- Did you need any extra help or support while on your course?
- If yes - What additional support did you need?
- Were you given the help/support you needed?
- Do you have any other comments about support and inclusiveness for this course?

## 5

### Theme 5 - Assessment

- No Questions under the Assessment Theme for this cohort of learners.

## 6

### Theme 6 - Completion and Progression

- Would you recommend this course to others?
- Do you have additional comments about progression options for this course?





# Learner Survey Questions



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## Apprentice Participants

### 1

#### Theme 1 - Course Promotion and Access

- How long after registration did you wait to be called Phase 2?
- Did you have an induction session at the start of your course?
- If yes - How helpful was the course induction session for you?
- Did you learn about the course content and assessment expected of you after signing up?
- Have you any additional comments about how this course is advertised or gaining access to the course?

### 2

#### Theme 2 - Course Content

- Did you enjoy the course?
- Did you find the learning level difficult?
- How was the pace of the course for you?
- Did you find any issues with the content of the course? For instance, did it feel outdated, not useful, or unfair in any way?
- Do you have any other thoughts or feedback about the course content?

### 3

#### Theme 3 - Teaching and Learning

- Did your Teachers/Instructors try to make the learning interesting?
- Tick any or all of the following statements which you think apply to you. Doing this course has made me:
- How were the learning facilities?
- Were there any course facilities or equipment that you felt were lacking or missing?
- Did you receive feedback on your progress during the course?
- If yes - Select all the ways in which you received feedback.
- Do you have any other comments about the quality of teaching on this course?
- What did you enjoy most about the teaching in this course?
- Are there any improvements you think could be made?



# Learner Survey Questions



## 4

### Theme 4 - Supports and Inclusiveness

- Did your teachers/ tutors/ Instructors make you feel included and respected?
- Did you need any extra help or support while on your course?
- if yes - What additional support did you need?
- Were you given the help/support you needed?
- Do you have any other comments about support and inclusiveness for this course?

## 5

### Theme 5 - Assessment

- How would you describe the assessments?
- Were the assessment tasks clear to you?
- If you had exams, were they run fairly and appropriately?
- Do you have any additional comments about assessment associated with this course?

## 6

### Theme 6 - Completion and Progression

- Would you recommend this course to others?
- Do you have additional comments about progression options for this course?



# Learner Survey Questions



## Service to Business

### 1

#### Theme 1 - Course Promotion and Access

- Did you know about the skills to advance training Initiative before you started?
- Did you have an induction session at the start of your course?
- if yes - How helpful was the course induction session for you?
- Did you learn about the course content and assessment expected of you after signing up?
- Have you any additional comments about how this course is advertised or gaining access to the course?

### 2

#### Theme 2 - Course Content

- Did you enjoy the course?
- Did you find the learning level difficult?
- How was the pace of the course for you?
- Did you find any issues with the content of the course? For instance, did it feel outdated, not useful, or unfair in any way?
- How will this course help you in your job or personal life?
- How would you prefer the course to be delivered? (Choice: Face to face / Fully Online / A blend of online and face to face)
- Do you have any other thoughts or feedback about the course content?

### 3

#### Theme 3 - Teaching and Learning

- Did your Teachers/Instructors try to make the learning interesting?
- Tick any or all of the following statements which you think apply to you. Doing this course has made me:
- How were the learning facilities?
- Were there any course facilities or equipment that you felt were lacking or missing?
- Did you receive feedback on your progress during the course?
- If yes - Select all the ways in which you received feedback.
- Did we ask you to attend any online classes?
- How would you rate the quality of the online classes?
- Do you have any other comments about the quality of teaching on this course?
- What did you enjoy most about the teaching in this course?
- Are there any improvements you think could be made?





# Learner Survey Questions



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## 4

### Theme 4 - Supports and Inclusiveness

- Did your teachers/ tutors/ Instructors make you feel included and respected?
- Did you need any extra help or support while on your course?
- if yes - What additional support did you need?
- Were you given the help/support you needed?
- Do you have any other comments about support and inclusiveness for this course?

## 5

### Theme 5 - Assessment

- How would you describe the assessments?
- Were the assessment tasks clear to you?
- Were you informed about 'Academic integrity'?
- Did the assessments reflect what was taught on the course?
- If you had exams, were they run fairly and appropriately?
- Do you have any additional comments about assessment associated with this course?

## 6

### Theme 6 - Completion and Progression

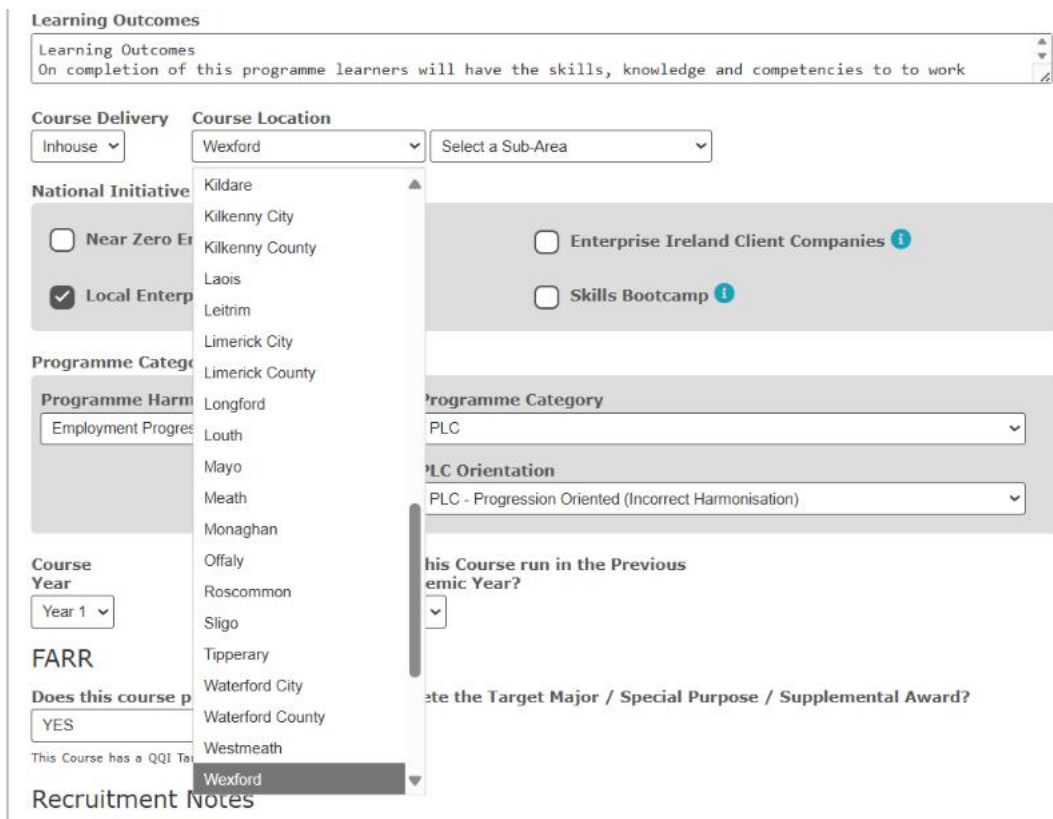
- Would you recommend this course to others?
- Do you have additional comments about progression options for this course?
- WWETB Services to Business would be delighted to receive a testimonial from you and receive your permission to use your testimonial as an endorsement to promote to the industry the wider benefits of engaging in Further Education and Training upskilling / reskilling opportunities

### 8.3 – PLSS Area, Location and Venue SOP

## PLSS Area, location and venue SOP.

There are 3 fields on PLSS which identify a place of learning, Area, Location and Venue. We need to be consistent in our use of these fields to share our understanding of WWETB activity geographically.

The input screens on NCC for a course define Area and Location like this:  
Under Course Location the first dropdown corresponds to Area on PLSS reports:



The screenshot shows the 'Learning Outcomes' section with a text area containing: 'On completion of this programme learners will have the skills, knowledge and competencies to to work'. Below this is the 'Course Delivery' section with a dropdown set to 'Inhouse'. The 'Course Location' section has a dropdown set to 'Wexford' and a 'Select a Sub-Area' dropdown. A list of locations is visible, including Kildare, Kilkenny City, Kilkenny County, Laois, Leitrim, Limerick City, Limerick County, Longford, Louth, Mayo, Meath, Monaghan, Offaly, Roscommon, Sligo, Tipperary, Waterford City, Waterford County, Westmeath, and Wexford. The 'National Initiative' section has checkboxes for 'Near Zero Emissions' and 'Local Enterprise'. The 'Enterprise Ireland Client Companies' and 'Skills Bootcamp' checkboxes are also present. The 'Programme Category' dropdown is set to 'PLC'. The 'PLC Orientation' dropdown is set to 'PLC - Progression Oriented (Incorrect Harmonisation)'. The 'Course Year' dropdown is set to 'Year 1'. The 'FARR' section has a 'Does this course p' checkbox set to 'YES'. The 'Recruitment Notes' section is at the bottom.

The second drop down corresponds to location on PLSS reports:



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Course Delivery: Inhouse | Course Location: Wexford | Select a Sub-Area

National Initiative: ☐ Near Zero Energy Building (NZEB) ☒ Local Enterprise Office (LEO) *i*

Programme Category: Programme Harmonisation Category: Employment Progression

Course Year: Year 1 | Is it a 2 Year Course?: No | Did the Academic Year End?: Yes

FARR: Does this course provide the option to complete the course? YES

This Course has a QQI Target Award.

Recruitment Notes

Notes

Select a Sub-Area

- Adamstown
- Ballindaggin
- Ballycanew
- Ballycullane/Gusserane
- Ballygarrett
- Ballywilliam
- Bannow
- Blackwater/The Ballagh
- Bree
- Bridgetown - Wexford County
- Buncloody
- Camolin
- Campile
- Castlebridge/Screen/Curracloe
- Castletown/Tara Hill
- Clonroche
- Craanford/Carnew/Askamore/Mona
- Duncannon/Arthurstown/Ramsgran
- Duncormick

and Client Companies *i*

Harmonisation)

Propose / Supplemental Award?

The Venue must correspond to Area and Location. This is easily forgotten when copying course. Once learners have been referred it can only be changed through a ticket. FET managers need this to be accurate for reporting.

## Venue

The venue should be the site where learning takes place

Venues for a course are determined at provider level. On PLSS navigate to Provider on the NCC and use these guides (?) to help you.

You must locate the venue on the map in PLSS for all venues (exception below)

### 1. WWETB Venues:

Most learning takes place in WWETB Venues. The list of venues excluding Youthreach is [here](#). If you are unsure ask.

The reason why we have a prescribed list of venues:

The design of PLSS is such that each provider has its own set of venues. Where venues are shared across providers it is important that the text is identical, to avoid duplication in other systems. This will avoid typos or local names being used

## 2. Outreach Venues

A lot of our learning takes place in Outreach or non-ETB Premises.

It is not possible to proscribe all of these, however, here are some guidelines:  
Avoid using abbreviations such as FRC/BOC unless the PLSS title field will not allow it  
(max 50 characters)

e.g *Taghmon Family Resource Centre*

Avoid using informal notes in a Venue name, for example, *Taghmon Family Resource Centre - first floor*

## 3. Contracted Training

**(special case where venue is hidden - agreed with Nichola)**

For some contracted training courses published on FETCH it has been decided we should not publish the course venue on FETCH, to avoid learners showing up to a public venue when they do not yet have a place on course. In this case the coordinator will inform learners of the venue.

The venue title will be the location name followed by Contracted Training.  
e.g. *Dungarvan – Contracted Training*.

## 4. Online, Blended

Courses where all the course delivery including assessment are online should be scheduled as follows.

**Location:** Online

**Sublocation:** Online

**Venue:** Online

Where most of the course is online but a small element is on site

**Location:** Online

**Sublocation:** Online

**Venue:** Blended and physical location

e.g. Blended and Waterford Training Centre