ASSOCIATION FOR LEARNING TECHNOLOGY **ALT**

Reporting from the Annual Survey 2014

1 Summary

This is the first report from ALT's new Annual Survey launched in December 2014. This survey was primarily for ALT members (individual or at an organisation which is an organisational member) it could however also be filled in by others, perhaps those interested in taking out membership. The purpose of this survey is to engage with ALT members to:

◊ Help map the ALT strategy to practice within our community in order to better meet and represent our members' needs;
◊ Show how Learning Technology is used across sectors;
◊ Understand current and future practice.

ALT's charitable objective is *"to advance education through increasing, exploring and disseminating knowledge in the field of learning technology for the benefit of the general public"*, see the 2014-2017 ALT strategy http://repository.alt.ac.uk/2330. We use the results of this survey to inform the work of ALT and the way in which we represent our members.

Analysis of the survey responses indicates a number of areas ALT should continue to support and develop. Priorities for the membership are '**Intelligent use of learning technology'** and **'Research and practice'**, aligned to this is the value placed by respondent's on by communication via the ALT Newsletter/News, social media and Research in Learning Technology. We plan to continue to develop these further in 2015 and continue the promotion of the **#altc** hashtag as another way for our community to 'get connected'[1]. It will also be important in 2015 to explore how the existing communication practices of ALT can be strengthened.

The survey also reveals **'Data and Analytics'** and **'Open Education'** are areas where the majority of respondents are finding are becoming increasingly important. As such our community may benefit from development opportunities ALT can provide. The survey is also a reminder that ALT has an essential role in enabling members to develop research and practice in areas which might be considered as minority interest. For example whilst the majority of respondents didn't indicate areas such as **'Digital and Open Badges'**, and **'Game Based Learning'** as important there are still members who consider these areas are very significant and becoming increasingly valuable and as such ALT will continue to better support these groups within our community.

Whilst ALT has conducted previous surveys of ALT membership this is the first iteration in this form. ALT has committed to surveying the sector on an annual basis, refining the core question set (see Appendix) but trying to preserve an opportunity for longitudinal analysis.

Both this report and the anonymised survey data have been released under a Creative Commons Attribution 4.0 Licence and are available to download from http://repository.alt.ac.uk/2358

---

[1] https://www.alt.ac.uk/get-connected

1.1 Key points

◊ The survey received 249 responses 83% (n. 207) from ALT Members (50:50 gender split). 80% (n. 207) of respondent's reported as working for a university or HE provider.

◊ Ranked by areas respondents were important or very important:
  o top priorities are:
    ▪ online/blended delivery;
    ▪ course design;
    ▪ content management systems;
    ▪ electronic assessment; and
    ▪ web conferencing and virtual classrooms

  o increasing priorities include:
    ▪ data and analytics;
    ▪ open education practices, policy and resources; and
    ▪ digital and open badges.

  o decreasing priorities include:
    ▪ blogs; and
    ▪ digital repositories.

◊ Respondent's agreed or strongly agreed that the key enablers and drivers for the use of learning technology were:
  o engagement from students and learners;
  o colleagues' knowledge and expertise;
  o colleagues' commitment; and
  o dedicated time.

◊ Ranked by 1st and 2nd order respondent's identified ALT's aims in order of priority as:
  1. Intelligent use of learning technology
  2. Research and practice
  3. Leadership and professional development
  4. Strategy and policy
  5. Communicating
  6. Representing members

◊ Respondents to the survey who were ALT members had high awareness of ALT activity such as the newsletter and conference.

◊ 40% (n. 100) of the respondent's reported being involved in at least one of ALT's SIG/RIGs

◊ Popular ALT SIG/RIGs participated in by respondent's were:
  o MOOC SIG
  o ALT Scotland
  o OER SIG; and
  o M25 SIG

Contents

2 Responses

The following section of this report gives a summary of the survey responses. The section has been broken into four parts grouping responses around:

◊ Current and future important areas of work;
◊ Enablers and drivers of learning technology;
◊ Engagement with ALT; and
◊ Who responded to the survey

2.1 Current and future important areas of work

1. How important have the following been to your work over the past year?
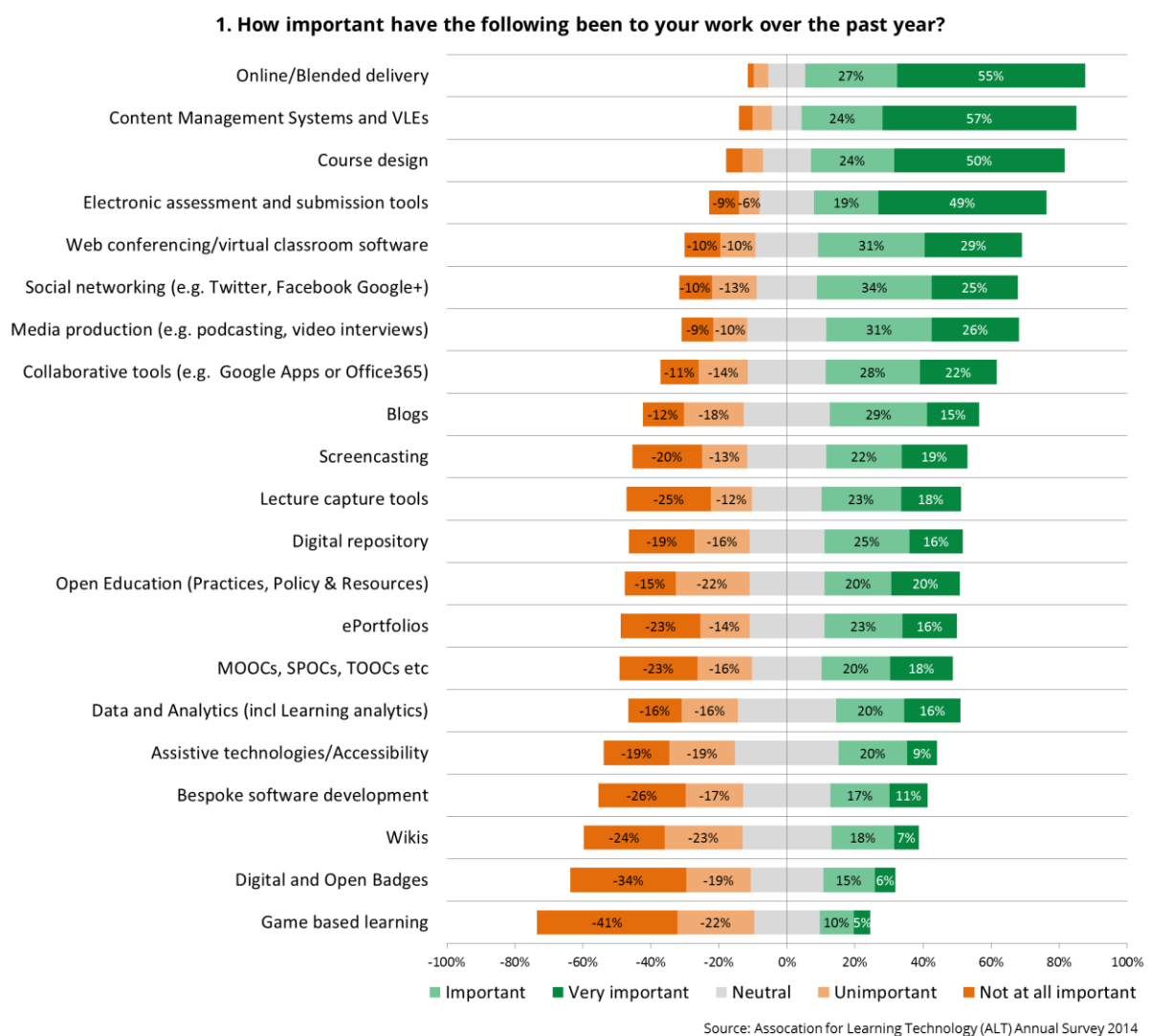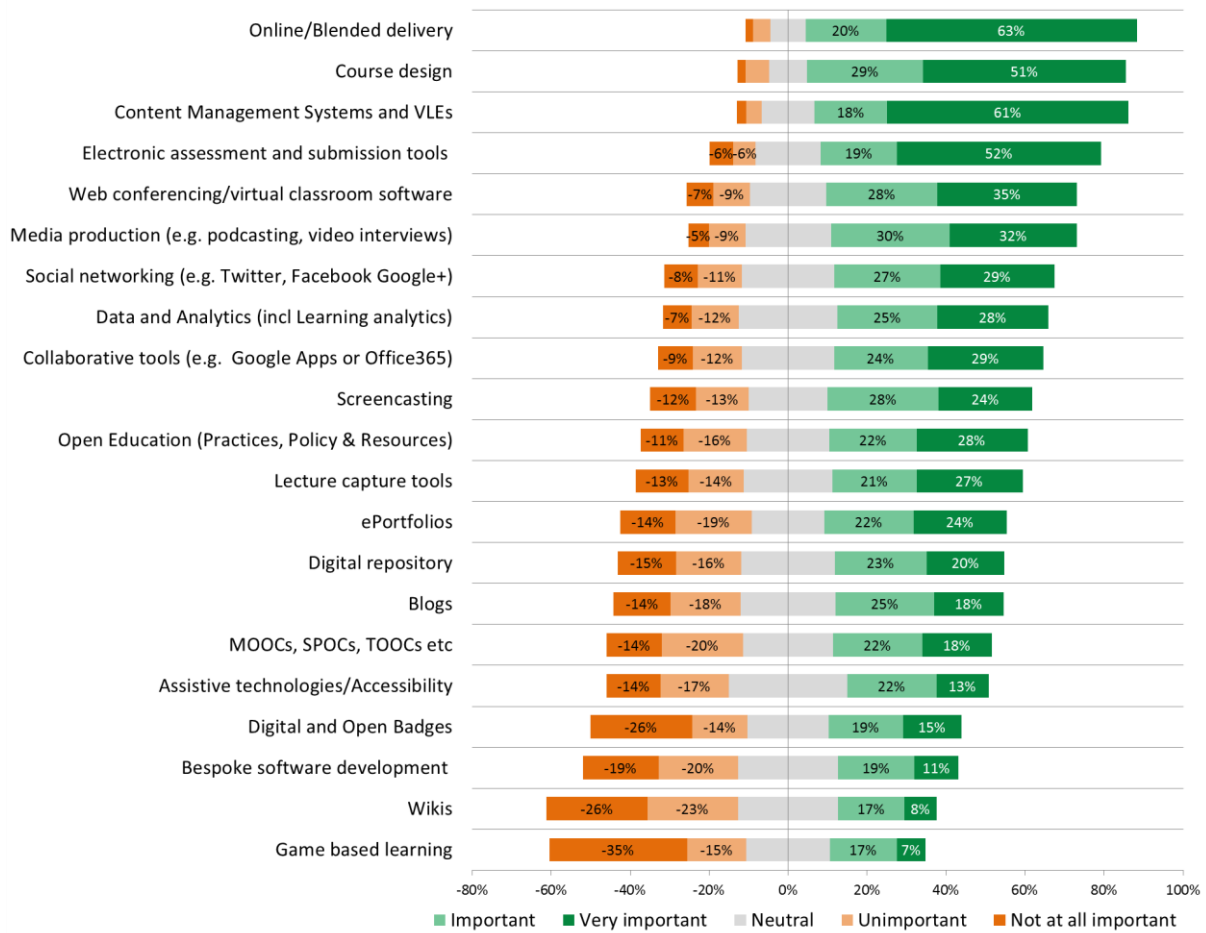

Figure 2.1 Current areas of importance ranked by items marked as important or very important on a 5 point Likert scale.
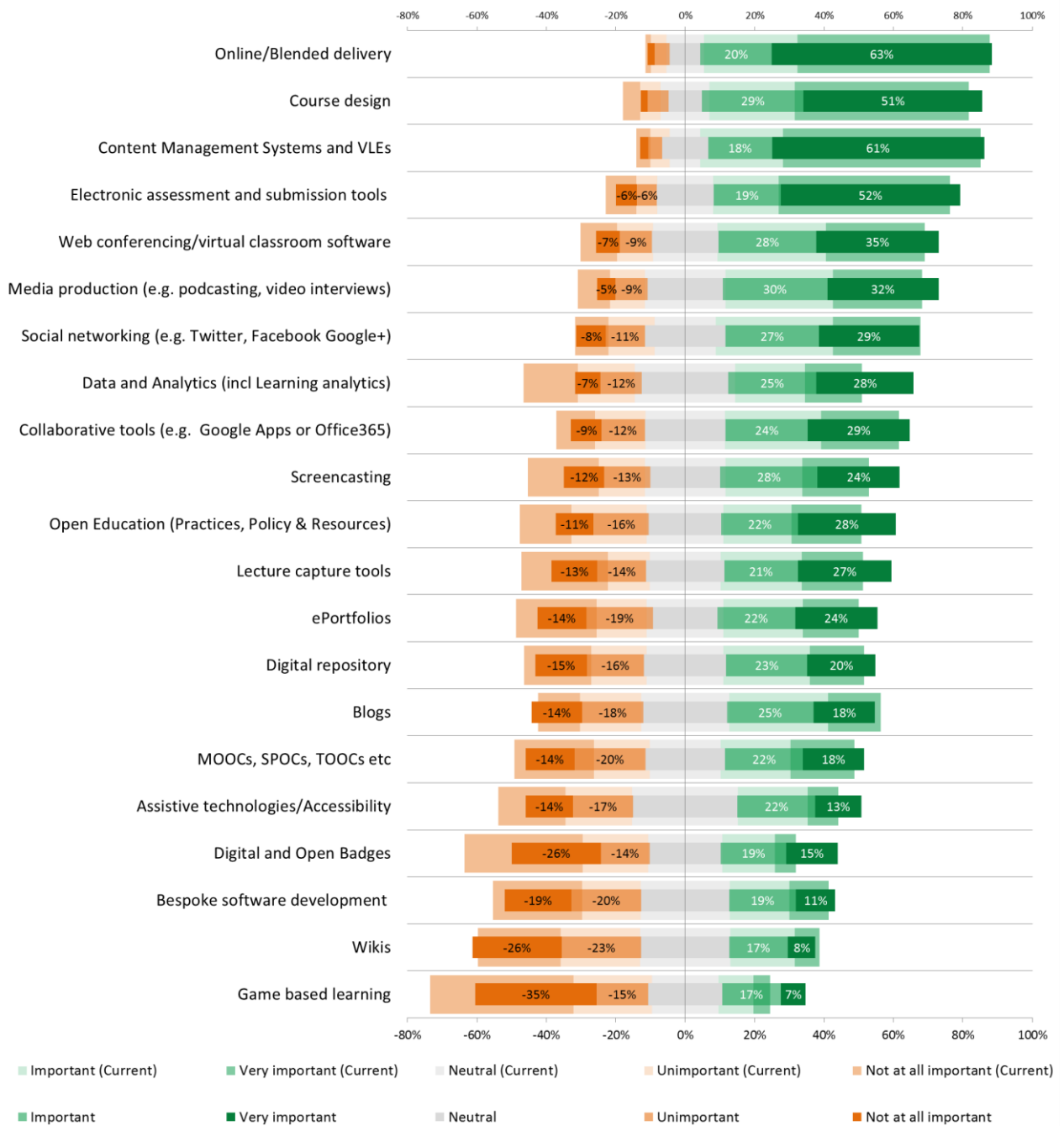
3. And how important do you expect the following will be for you in the coming year?

	Not at all important	Unimportant	Neutral	Important	Very important
Online/Blended delivery				20%	63%
Course design				29%	51%
Content Management Systems and VLEs				18%	61%
Electronic assessment and submission tools	-6%	6%		19%	52%
Web conferencing/virtual classroom software	-7%	-9%		28%	35%
Media production (e.g. podcasting, video interviews)	-5%	-9%		30%	32%
Social networking (e.g. Twitter, Facebook Google+)	-8%	-11%		27%	29%
Data and Analytics (incl Learning analytics)	-7%	-12%		25%	28%
Collaborative tools (e.g. Google Apps or Office365)	-9%	-12%		24%	29%
Screencasting	-12%	-13%		28%	24%
Open Education (Practices, Policy & Resources)	-11%	-16%		22%	28%
Lecture capture tools	-13%	-14%		21%	27%
ePortfolios	-14%	-19%		22%	24%
Digital repository	-15%	-16%		23%	20%
Blogs	-14%	-18%		25%	18%
MOOCs, SPOCs, TOOCs etc	-14%	-20%		22%	18%
Assistive technologies/Accessibility	-14%	-17%		22%	13%
Digital and Open Badges	-26%	-14%		19%	15%
Bespoke software development	-19%	-20%		19%	11%
Wikis	-26%	-23%		17%	8%
Game based learning	-35%	-15%		17%	7%

Legend: ■ Important ■ Very important ■ Neutral ■ Unimportant ■ Not at all important

Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.2 Future areas of importance ranked by items marked as important or very important on a 5 point Likert scale.
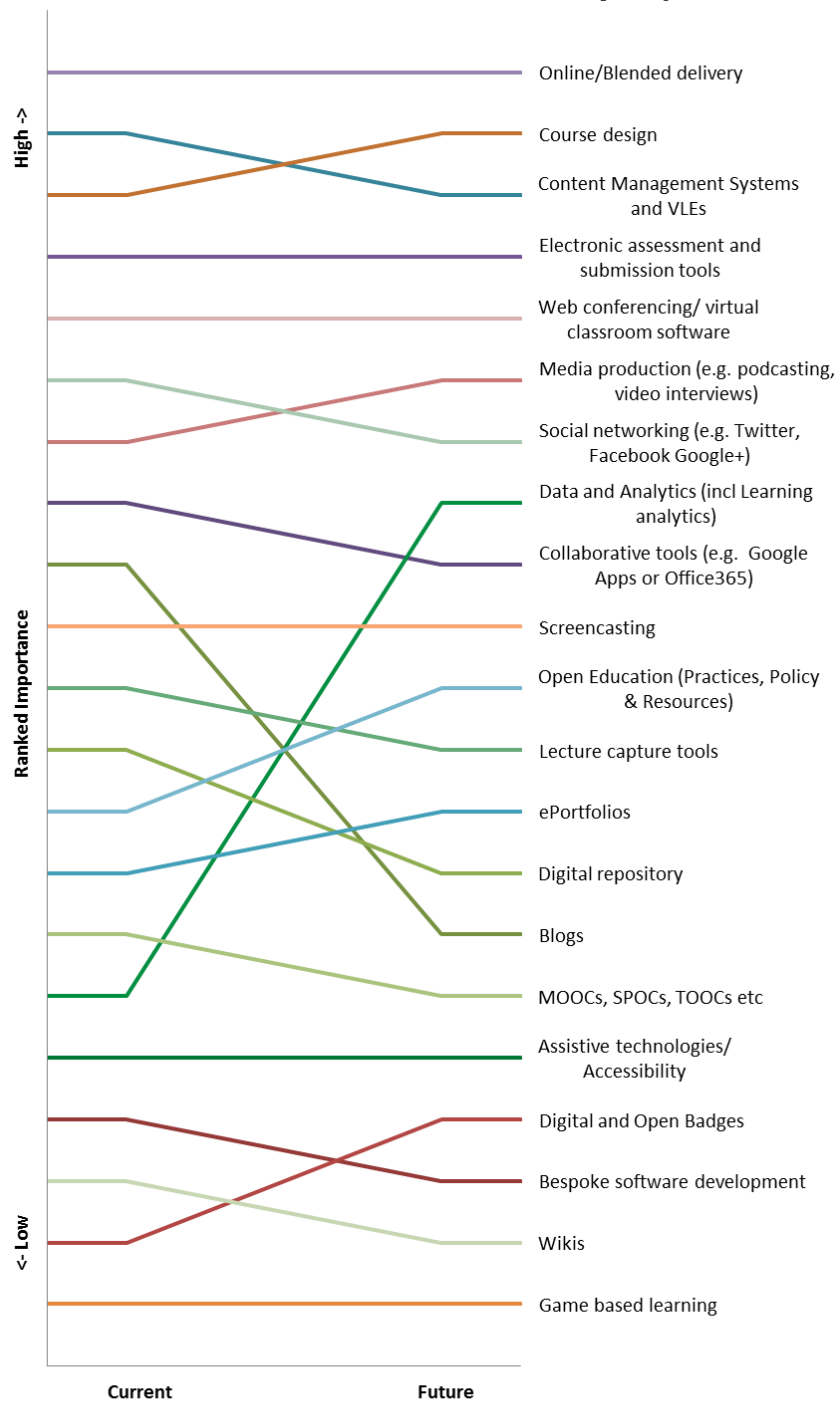
How important do you expect the following will be? (Current and future)

	Unimportant / Not at all important	Important	Very important
Online/Blended delivery		20%	63%
Course design		29%	51%
Content Management Systems and VLEs		18%	61%
Electronic assessment and submission tools	-6% -6%	19%	52%
Web conferencing/virtual classroom software	-7% -9%	28%	35%
Media production (e.g. podcasting, video interviews)	-5% -9%	30%	32%
Social networking (e.g. Twitter, Facebook Google+)	-8% -11%	27%	29%
Data and Analytics (incl Learning analytics)	-7% -12%	25%	28%
Collaborative tools (e.g. Google Apps or Office365)	-9% -12%	24%	29%
Screencasting	-12% -13%	28%	24%
Open Education (Practices, Policy & Resources)	-11% -16%	22%	28%
Lecture capture tools	-13% -14%	21%	27%
ePortfolios	-14% -19%	22%	24%
Digital repository	-15% -16%	23%	20%
Blogs	-14% -18%	25%	18%
MOOCs, SPOCs, TOOCs etc	-14% -20%	22%	18%
Assistive technologies/Accessibility	-14% -17%	22%	13%
Digital and Open Badges	-26% -14%	19%	15%
Bespoke software development	-19% -20%	19%	11%
Wikis	-26% -23%	17%	8%
Game based learning	-35% -15%	17%	7%

Legend:
Important (Current) · Very important (Current) · Neutral (Current) · Unimportant (Current) · Not at all important (Current)
Important · Very important · Neutral · Unimportant · Not at all important

Figure 2.3 The graph is a combination of current and future work areas ranked by items that were marked as important or very important on a 5 point Likert scale. The graph highlights the growth in areas marked as very important for the future including 'Data and Analytics', and 'Digital and Open Badges'.

Current and future work areas ranked by importance

Online/Blended delivery
Course design
Content Management Systems and VLEs
Electronic assessment and submission tools
Web conferencing/ virtual classroom software
Media production (e.g. podcasting, video interviews)
Social networking (e.g. Twitter, Facebook Google+)
Data and Analytics (incl Learning analytics)
Collaborative tools (e.g. Google Apps or Office365)
Screencasting
Open Education (Practices, Policy & Resources)
Lecture capture tools
ePortfolios
Digital repository
Blogs
MOOCs, SPOCs, TOOCs etc
Assistive technologies/ Accessibility
Digital and Open Badges
Bespoke software development
Wikis
Game based learning

Current   Future

Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.4 Changes of current and future important or very important work areas based on rank. The graph highlights a decline in interest in 'Blogs' but increased importance of 'Data and Analytics' and 'Open Education'.

2.2 Enablers and drivers of learning technology

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology?
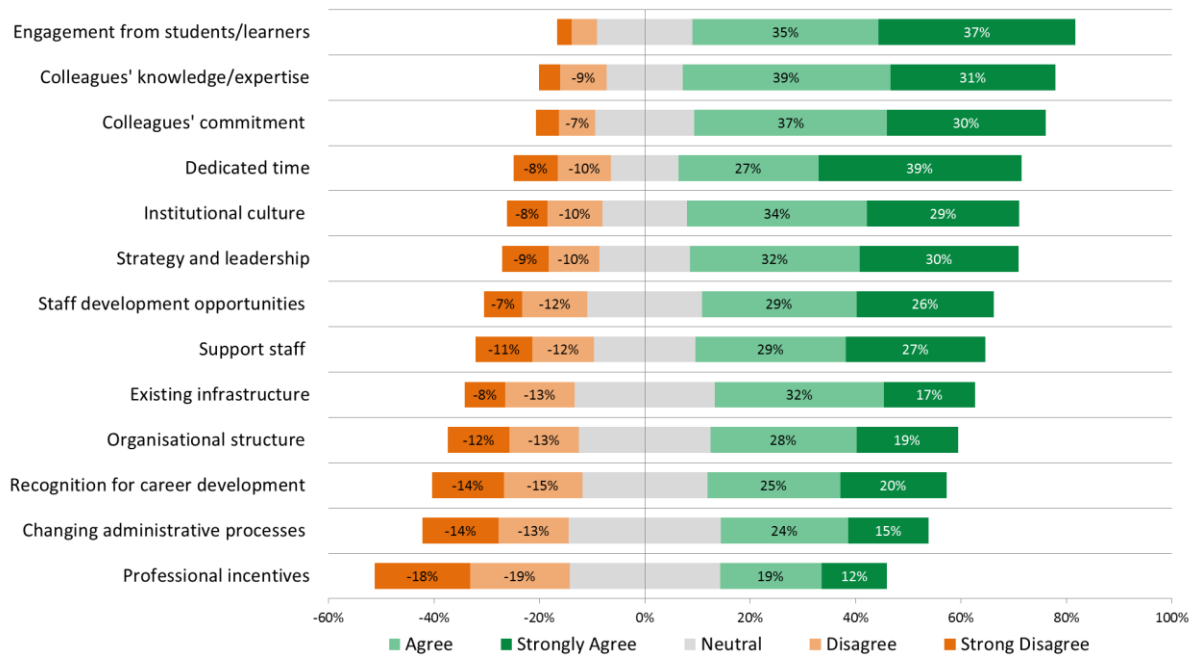
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.5 Ranking of enablers and drivers based on 5 point Likert responses to areas respondent's agreed or strongly agreed. The survey did not define who colleagues were. If respondents considered this definition to extended beyond colleagues within their institution it would underline ALT's important role in supporting and stimulating the development of technology in learning and teaching.

2.3 Engagement with ALT

4. For you, how would you rank each of ALT's aims in order of priority?
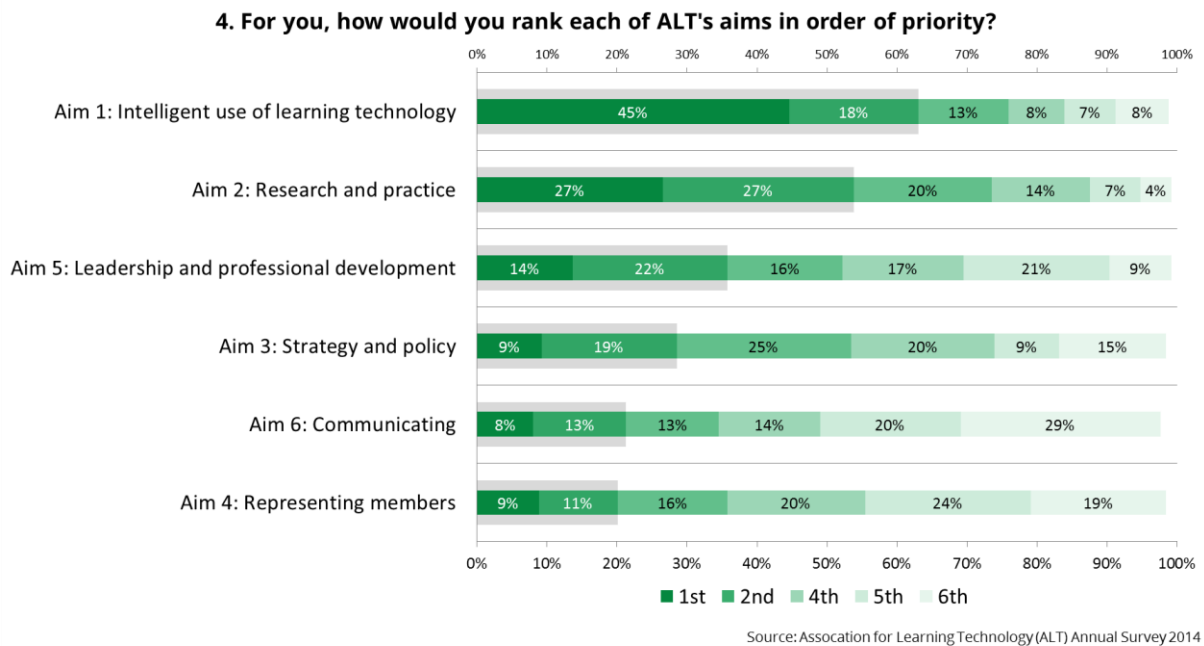
Figure 2.6 Respondent's ranking of ALT aims in order of priority. Aims are ranked on 1st and 2nd order selections.

5. Which of the following do you currently make use of?
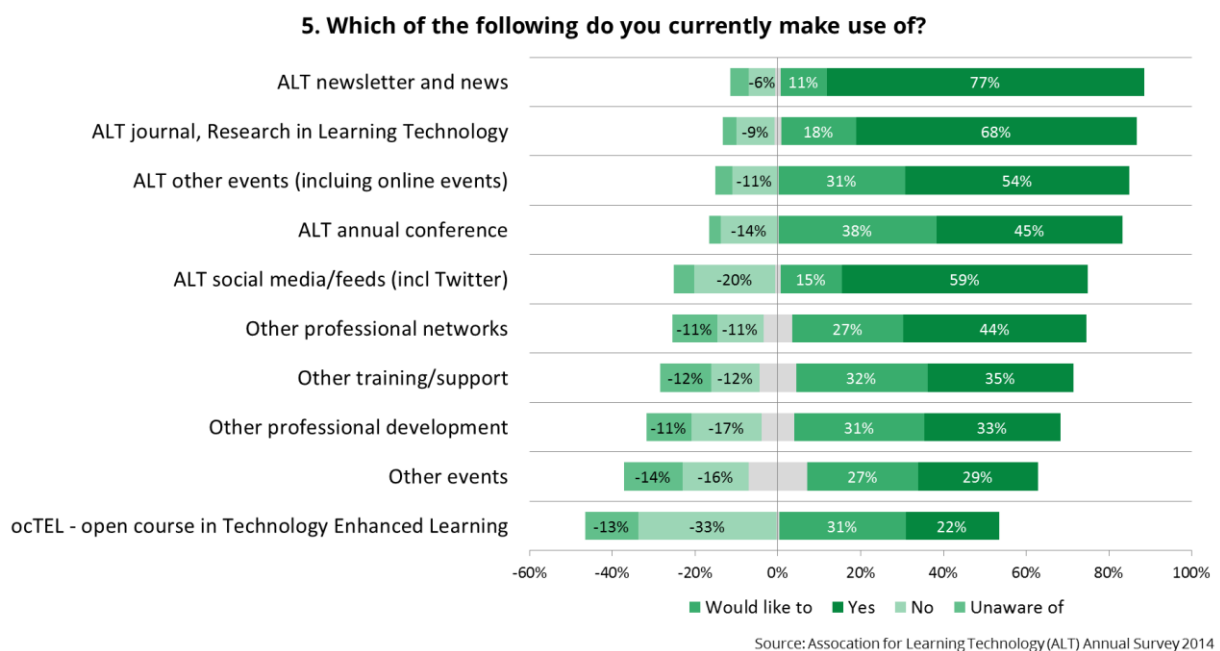
Figure 2.7 The areas respondent's already or would like to make use of ALT activities. The graph highlights that the majority of respondents were aware of ALT's activities even if they did not make use of them.

5. Which of the following do you currently make use of (members only)?
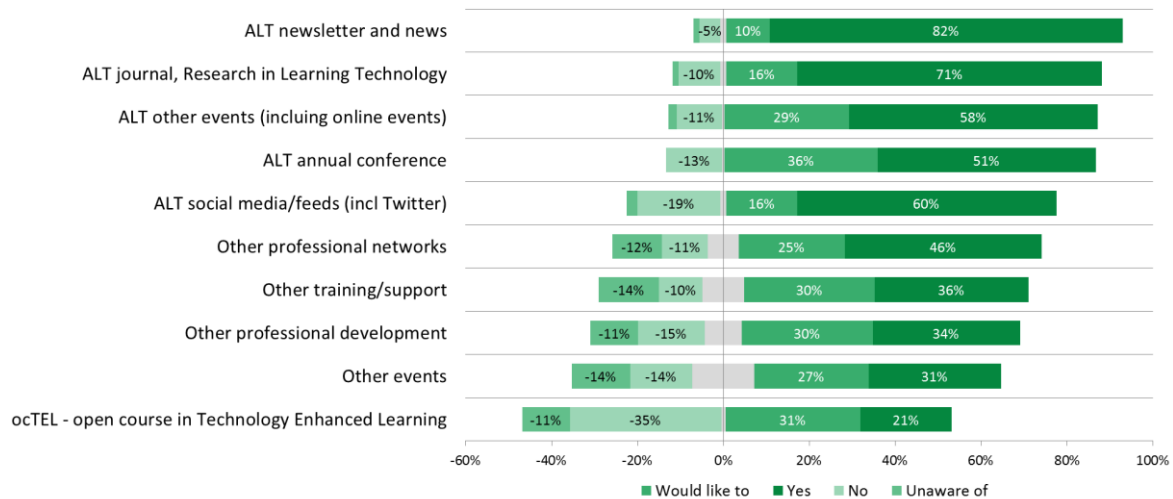
	ocTEL - open course in Technology Enhanced Learning	Other events	Other professional development	Other training/suppo rt	Other professional networks	ALT social media/feeds (incl Twitter)	ALT annual conference	ALT other events (incluing online events)	ALT journal, Research in Learning Technology	ALT newsletter and news
No	73	30	32	21	22	40	27	22	20	10
Unaware of	23	28	23	29	24	5	0	4	3	3
Don't know	2	30	18	20	15	3	1	1	3	3
Would like to	65	55	63	63	51	34	74	60	34	21
Yes	44	64	71	74	95	125	105	120	147	170

Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.8 The areas respondents who indicated they were ALT members are already or would like to make use of ALT activities. The graph highlights that the majority of respondents were aware of ALT's activities. The survey omitted a question relating to the ALT-MEMBERS mailing list and this will be addressed in the next iteration of the survey.

8. Are you currently involved in any of ALT's Special Interest Groups (SIGs), or national or regional groups?

	Inclusive Learning SIG	ALT Wales	Games and Learning SIG	North West England SIG	White Rose SIG	ViTAL SIG	East Midlands SIG	M25 SIG	OER SIG	ALT Scotland	MOOC SIG	Not sure / none
%	2%	4%	6%	6%	6%	7%	7%	10%	11%	12%	17%	39%
Count	4	6	9	10	10	11	11	16	18	20	27	63
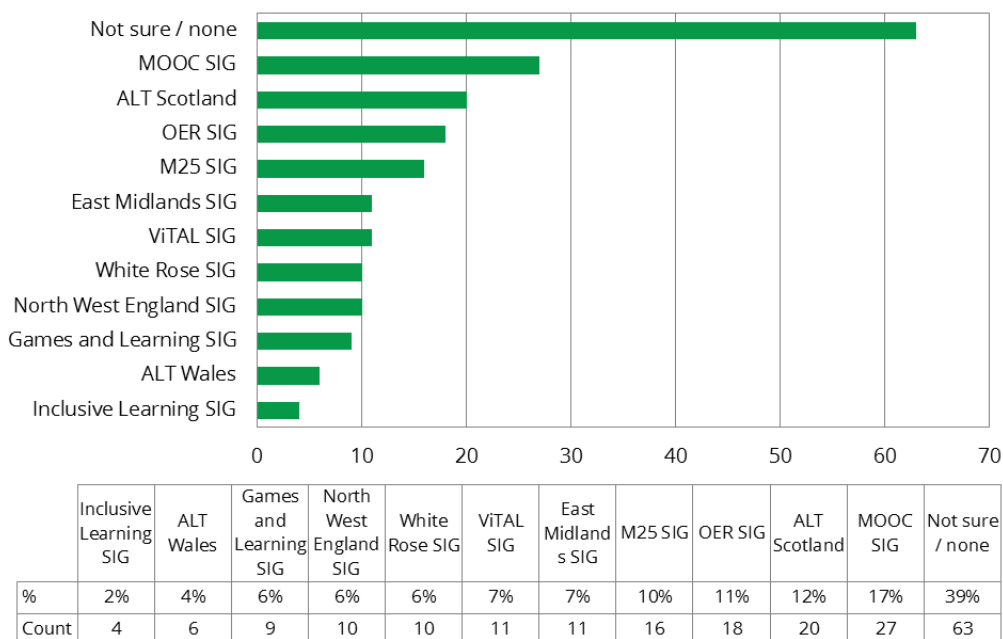
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.9 The graph shows the ALT SIGs and RIGs respondents are involved with. 40% (n. 100) of the respondent's reported being involved in at least one of ALT's SIG/RIGs.

9. Are you currently involved in or a member of:

	Newsletter editor	Journal editorial board	CMALT Development Group	Central Executive Committee	Operational Committees	ocTEL (e.g. tutors)	Conference programme Committee	Other	Journal reviewer	Not sure / none of these
%	0%	1%	3%	3%	4%	4%	6%	6%	7%	74%
Count	1	3	6	7	8	9	12	12	14	153
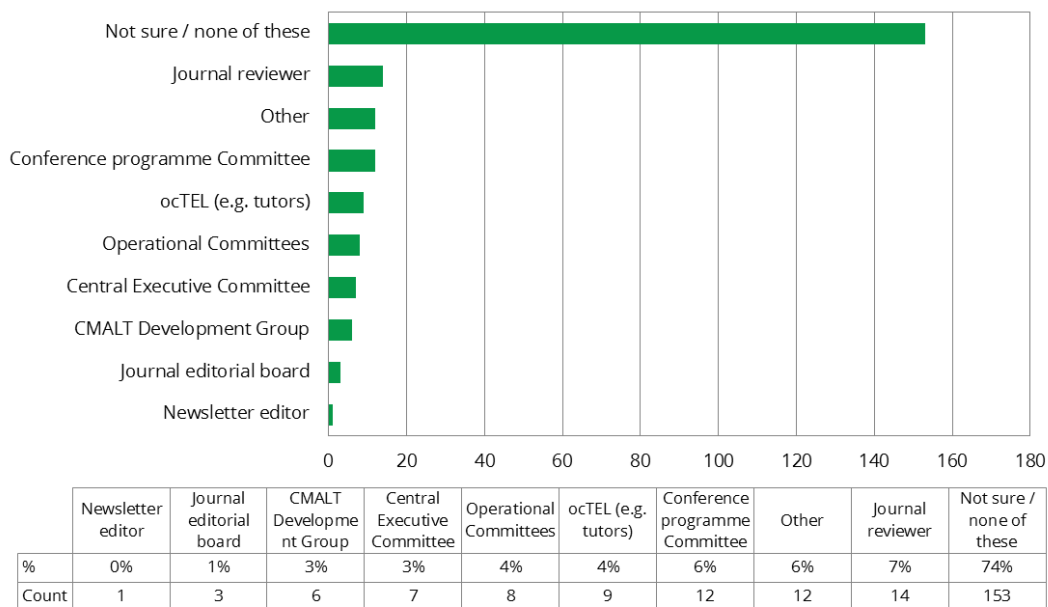
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.10 The graph shows that the majority of respondents were not involvement in ALT's governance.

2.4 Who responded to the survey

15. What is your job title?

Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.11 Word cloud summarising the job titles of respondents entered as a free text response.

2.4.1 Demographic data

11. Gender

Other (n. 0)
0%

Male (n. 122)
50%

Female (n. 123)
50%
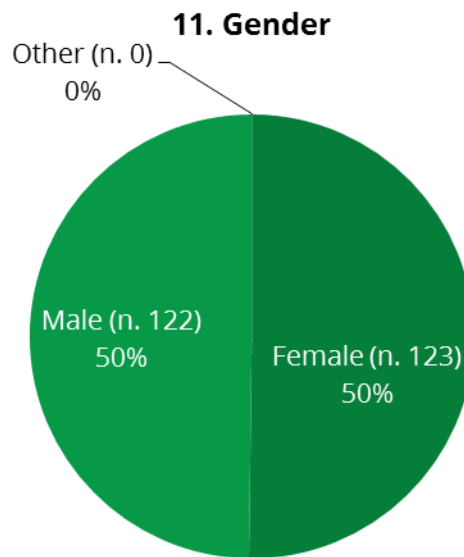
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.12 Graph of respondent's indicated gender. The gender split for survey responses is almost 50:50

12. Age

	Under 25	25-35	36-45	46-55	56-65	66+
%	0%	15%	30%	32%	22%	1%
Count	1	36	75	79	54	3
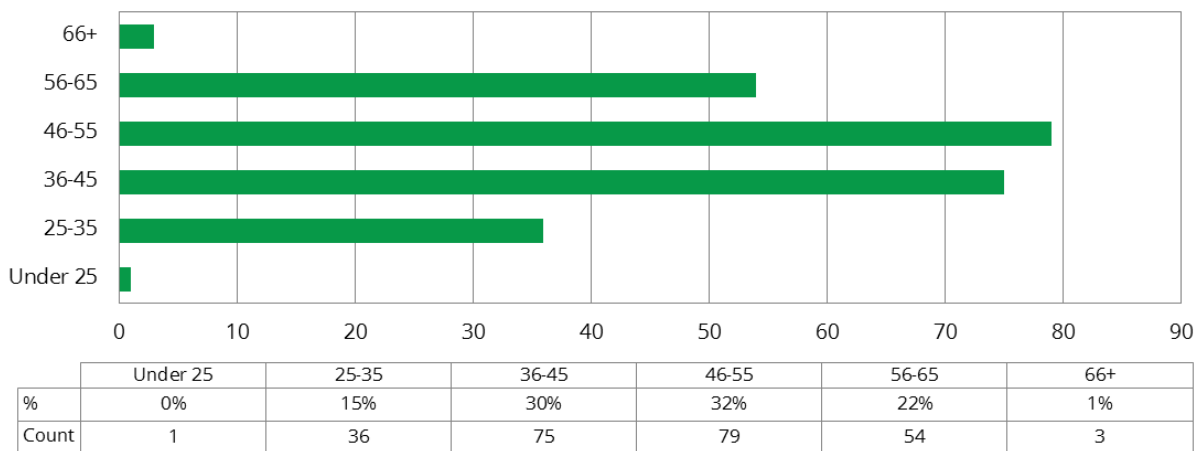
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.13 Graph of respondent's indicated age bracket

13. Where is your place of residence?

	Northern Ireland	Other European country	Other	Wales	Outside of Europe	Scotland	England
%	1%	3%	3%	4%	6%	14%	67%
Count	3	7	7	10	16	35	166
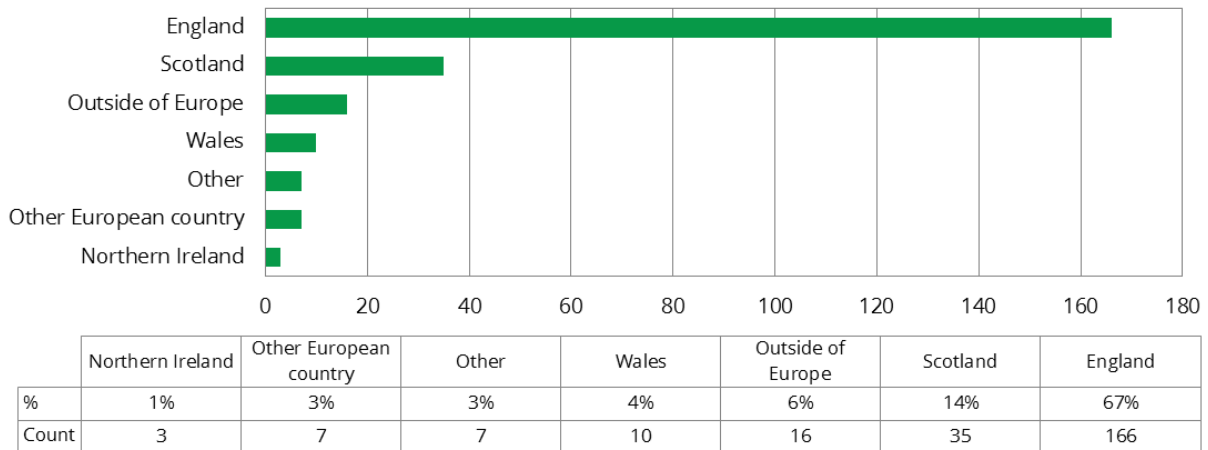
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.14 Graph of respondent's indicated place of residence

14. How would you describe your current employment?

	Unemployed	Other	Studying	Retired	Self-employed	Employed part-time	Employed full-time
%	0%	0%	1%	1%	5%	10%	85%
Count	0	0	2	3	13	26	211

Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.15 Graph of respondent's indicated employment status

16. What is the primary function of your role?
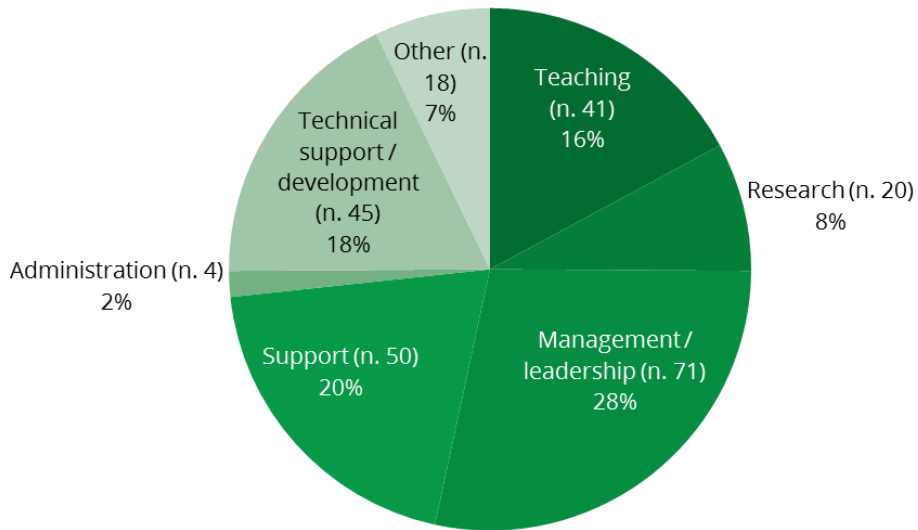
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.16 Graph of respondent's primary role.

17. What are other functions of your role?

	Other	Administration	Management/lea dership	Support	Technical support/develop ment	Teaching	Research
%	4%	34%	40%	42%	44%	47%	54%
Count	9	81	96	101	105	113	128
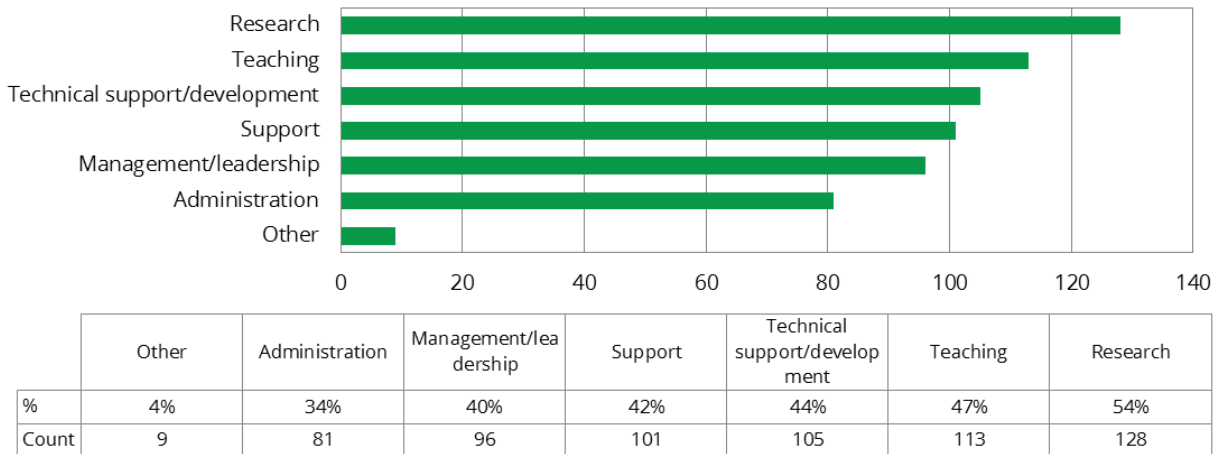
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.17 Graph of respondent's secondary roles.

18. Which sector(s) are you based in?

	Other	Third sector	Schools	Industry	Work-based learning	Adult and community learning	Further Education	Higher Education
%	2%	2%	4%	4%	9%	9%	14%	89%
Count	4	5	9	11	23	23	34	221
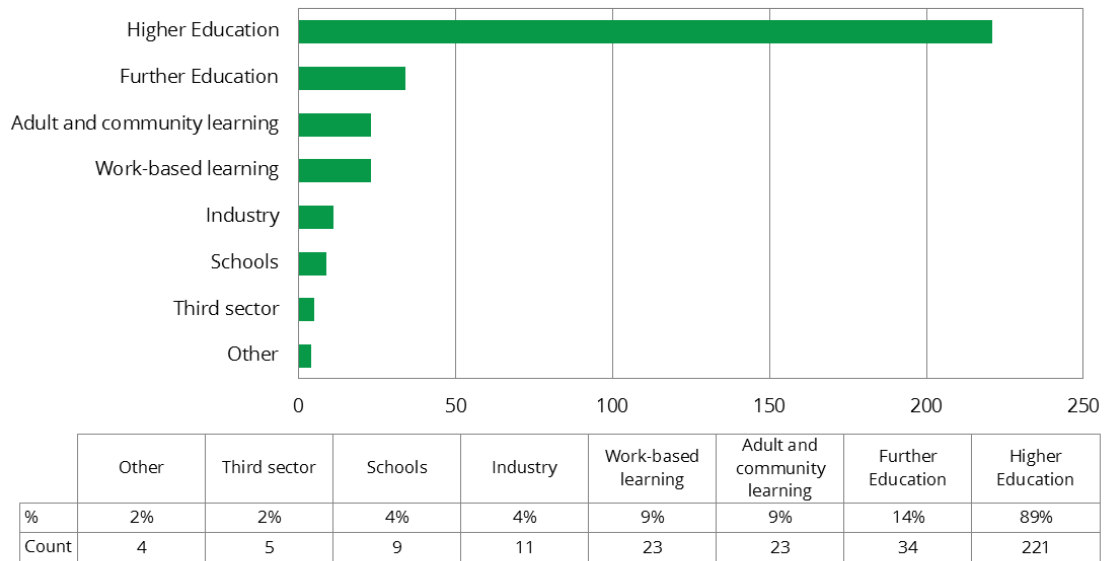
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.18 Graph of respondent's primary sector that they work in.

19. What type of organisation(s) do you currently work for?

	School	Third sector organisation	Other learning provider	Commercial organisation	Other	College or Further Education provider	University or Higher Education provider
%	0%	2%	2%	4%	5%	9%	83%
Count	1	4	5	10	13	21	206
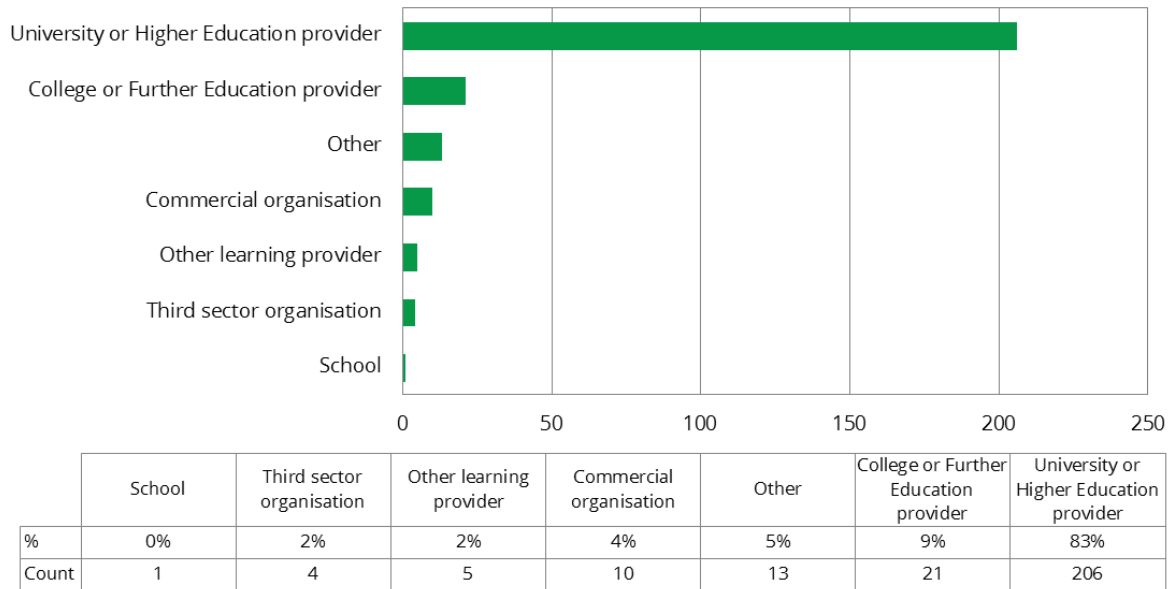
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.19 Graph of type of organisation respondent's work for.

2.4.2 ALT Membership

6. Are you currently a member of ALT or involved in ALT another way?

Not sure (n. 17) 7%

No (n. 25) 10%

Yes (n. 207) 83%
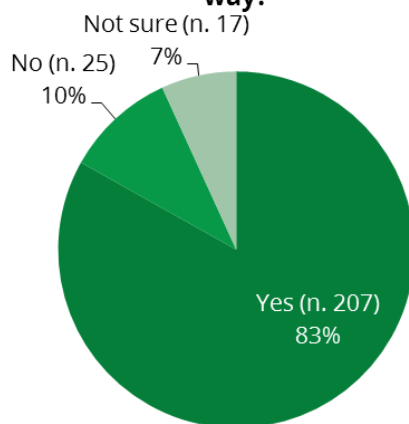
Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.20 Graph of membership to ALT

7. Are you a member?
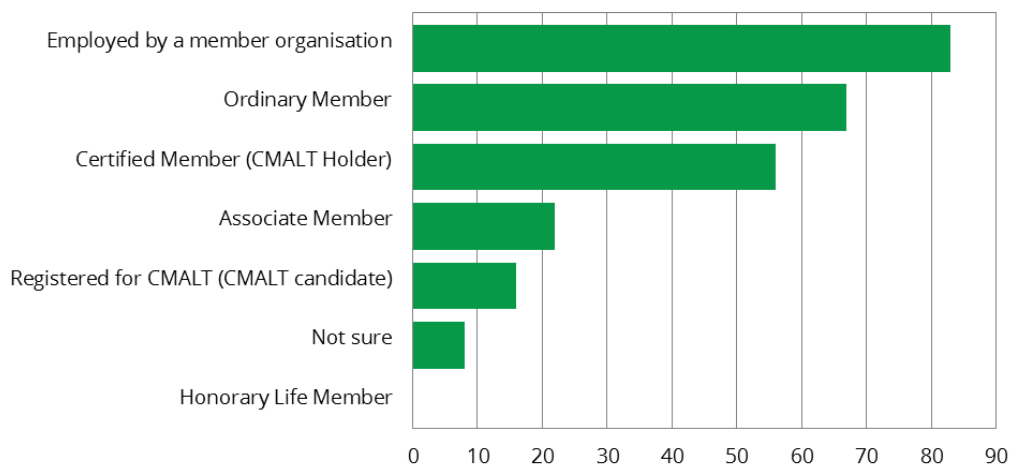
	Honorary Life Member	Not sure	Registered for CMALT (CMALT candidate)	Associate Member	Certified Member (CMALT Holder)	Ordinary Member	Employed by a member organisation
%	0%	4%	8%	11%	27%	32%	40%
Count	0	8	16	22	56	67	83

Source: Assocation for Learning Technology (ALT) Annual Survey 2014

Figure 2.21 Graph breaking down respondent's membership type.

3 Appendix

ALT Annual Survey 2014

Welcome to the ALT Annual Survey 2014. The purpose of this survey is to engage with ALT members to:

- Help map the ALT strategy to practice within our community in order to better meet and represent our members' needs;
- Show how Learning Technology is used across sectors;
- Understand current and future practice.

The survey should take you no more than 10 minutes. This survey is primarily for ALT members (individual or at an organisation which is an organisational member) it can however also be filled in by others, perhaps those interested in taking out membership.

The Association of Learning Technology (ALT) is an independent educational charity. Our objective is "to advance education through increasing, exploring and disseminating knowledge in the field of learning technology for the benefit of the general public", see the 2014-2017 ALT strategy http://repository.alt.ac.uk/2330 . If you'd like to have a look at what the survey contains before you complete it, you can access a summary overview here http://goo.gl/ksFL7S.

We will use the results of this survey to inform the work of ALT and the way in which we represent our members.

All data submitted via this survey will be analysed and shared openly in anonymised form and handled in accordance with the ALT Privacy Policy https://www.alt.ac.uk/privacy-policy.

Your perspective on Learning Technology

This first section is about your current practice/work.

1. How important have the following been to your work over the past year?*
Please give a rating from 1 to 5, where 5 = very important and 1 = not at all important

	5	4	3	2	1	Don't know
Assistive technologies/Accessibility	○	○	○	○	○	○
Electronic assessment and submission tools (inc peer assessment, plagiarism detection, polling)	○	○	○	○	○	○
ePortfolios	○	○	○	○	○	○
Digital and Open Badges	○	○	○	○	○	○
Content Management Systems and VLEs	○	○	○	○	○	○
Lecture capture tools	○	○	○	○	○	○
Media production (e.g. podcasting, video interviews)	○	○	○	○	○	○
Screencasting	○	○	○	○	○	○
Digital repository	○	○	○	○	○	○
Open Education (Practices, Policy & Resources)	○	○	○	○	○	○
Data and Analytics (incl Learning analytics)	○	○	○	○	○	○
Bespoke software development e.g. apps, plugins, building blocks	○	○	○	○	○	○
Wikis	○	○	○	○	○	○
Social networking (e.g. Twitter, Facebook Google+)	○	○	○	○	○	○
Web conferencing/virtual classroom software	○	○	○	○	○	○
Collaborative tools (e.g. Google Apps or Office365)	○	○	○	○	○	○
Blogs	○	○	○	○	○	○
Course design	○	○	○	○	○	○
Game based learning	○	○	○	○	○	○
MOOCs, SPOCs, TOOCs etc	○	○	○	○	○	○
Online/Blended delivery	○	○	○	○	○	○

Learning Technology... continued

2. Would you describe the following as an enabler/driver for you in your use of Learning Technology?*
Please choose a rating from 1 to 5, where 5 = strongly agree and 1 = strongly disagree

	5	4	3	2	1	Don't know
Dedicated time	○	○	○	○	○	○
Professional incentives	○	○	○	○	○	○
Colleagues' knowledge/expertise	○	○	○	○	○	○
Staff development opportunities	○	○	○	○	○	○
Colleagues' commitment	○	○	○	○	○	○
Recognition for career development	○	○	○	○	○	○
Support staff	○	○	○	○	○	○
Organisational structure	○	○	○	○	○	○
Changing administrative processes	○	○	○	○	○	○
Institutional culture	○	○	○	○	○	○
Strategy and leadership	○	○	○	○	○	○
Engagement from students/learners	○	○	○	○	○	○
Existing infrastructure	○	○	○	○	○	○

Learning Technology in the coming year

3. And how important do you expect the following will be for you in the coming year?*
Please give a rating from 1 to 5, where 5 = very important and 1 = not at all important

	5	4	3	2	1	Don't know
Assistive technologies/Accessibility	○	○	○	○	○	○
Electronic assessment and submission tools (inc peer assessment, plagiarism detection, polling)	○	○	○	○	○	○
ePortfolios	○	○	○	○	○	○
Digital and Open Badges	○	○	○	○	○	○
Content Management Systems and VLEs	○	○	○	○	○	○
Lecture capture tools	○	○	○	○	○	○
Media production (e.g. podcasting, video interviews)	○	○	○	○	○	○
Screencasting	○	○	○	○	○	○
Digital repository	○	○	○	○	○	○
Open Education (Practices, Policy & Resources)	○	○	○	○	○	○
Data and Analytics (incl Learning analytics)	○	○	○	○	○	○
Bespoke software development e.g. apps, plugins, building blocks	○	○	○	○	○	○
Wikis	○	○	○	○	○	○
Social networking (e.g. Twitter, Facebook Google+)	○	○	○	○	○	○
Web conferencing/virtual classroom software	○	○	○	○	○	○
Collaborative tools (e.g. Google Apps or Office365)	○	○	○	○	○	○
Blogs	○	○	○	○	○	○
Course design	○	○	○	○	○	○
Game based learning	○	○	○	○	○	○
MOOCs, SPOCs, TOOCs etc	○	○	○	○	○	○
Online/Blended delivery	○	○	○	○	○	○

Thinking now about ALT and what we do

Here are some examples of our strategic aims and what we do to meet them:

Aim 1: Intelligent use of learning technology
- ◊ Lead by example through ALT's own intelligent use of technology
- ◊ Emphasise the key role of pedagogy

Aim 2: Research and practice
- ◊ Develop the annual conference for researchers and practitioners
- ◊ Develop improved ways for the community to network, share and collaborate
- ◊ Exploit the collective wisdom of members through knowledge curation

Aim 3: Strategy and Policy
- ◊ Engage with policy makers and leaders in education across sectors
- ◊ Draw on membership expertise to respond to policy consultations
- ◊ Provide strategic information for member organisations

Aim 4: Representing members
- ◊ Actively engage with policy makers and stakeholders to represent members
- ◊ Strengthen the membership base by reaching out to all sectors

Aim 5: Leadership and professional development
- ◊ Develop the CMALT accreditation scheme and support its community
- ◊ Continue to develop ocTEL, the Open Course in Technology Enhanced Learning
- ◊ Work in partnership with national and international organisations to support and develop leadership
- ◊ Integrate ALT's professional development activities and the accreditation schemes of partner bodies

Aim 6: Communicating
- ◊ Review, rationalise and strengthen the range of ALT publications and communications
- ◊ Define key messages for stakeholders

4. For you, how would you rank each of ALT's aims in order of priority?*

1st - most important, 6th = least important

	1st	2nd	3rd	4th	5th	6th	Don't know
Aim 1: Intelligent use of learning technology	❍	❍	❍	❍	❍	❍	❍
Aim 2: Research and practice	❍	❍	❍	❍	❍	❍	❍
Aim 3: Strategy and policy	❍	❍	❍	❍	❍	❍	❍
Aim 4: Representing members	❍	❍	❍	❍	❍	❍	❍
Aim 5: Leadership and professional development	❍	❍	❍	❍	❍	❍	❍
Aim 6: Communicating	❍	❍	❍	❍	❍	❍	❍

5. Which of the following do you currently make use of?*

	Yes	Would like to	Unaware of	No	Don't know
ALT annual conference	❍	❍	❍	❍	❍
ALT other events (incluing online events)	❍	❍	❍	❍	❍
ALT journal, Research in Learning Technology	❍	❍	❍	❍	❍
ALT newsletter and news	❍	❍	❍	❍	❍
ALT social media/feeds (incl Twitter)	❍	❍	❍	❍	❍
ocTEL - open course in Technology Enhanced Learning	❍	❍	❍	❍	❍
Other events	❍	❍	❍	❍	❍
Other professional development	❍	❍	❍	❍	❍
Other professional networks	❍	❍	❍	❍	❍
Other training/support	❍	❍	❍	❍	❍

6. Are you currently a member of ALT or involved in ALT another way?*
> ❍ Yes [go to Q7]
> ❍ No [go to Q10]
> ❍ Not sure [go to Q10]

About your involvement in ALT

7. Are you a member?*
Select all that apply.
> ❍ Ordinary Member
> ❍ Certified Member (CMALT Holder)
> ❍ Employed by a member organisation
> ❍ Associate Member
> ❍ Honorary Life Member
> ❍ Registered for CMALT (CMALT candidate)
> ❍ Not sure

8. Are you currently involved in any of ALT's Special Interest Groups (SIGs), or national or regional groups?
Select all that apply.
> ❍ ALT Scotland
> ❍ ALT Wales
> ❍ Inclusive Learning SIG
> ❍ MOOC SIG
> ❍ OER SIG
> ❍ ViTAL SIG
> ❍ Games and Learning SIG
> ❍ M25 SIG
> ❍ North West England SIG
> ❍ East Midlands SIG
> ❍ White Rose SIG
> ❍ Not sure / none

9. Are you currently involved in or a member of:*
Select all that apply.
> ❍ Operational Committees
> ❍ Conference programme Committee
> ❍ Journal editorial board
> ❍ Journal reviewer
> ❍ Newsletter editor
> ❍ CMALT Development Group
> ❍ Central Executive Committee
> ❍ ocTEL (e.g. tutors)
> ❍ Not sure / none of these
> ❍ Other: [textfield]

Not yet a member? Join us today

You can join online at https://www.alt.ac.uk/get-involved/membership or email joinALT@alt.ac.uk.

10. Would you like us to contact you?
Please provide us with your contact details below and we will get in touch.

[textfield]

About you

Please tell us more about yourself to help us build an up-to-date picture of our community across all the sectors in which we work.

11. Gender
- ○ Female
- ○ Male
- ○ Other: [textfied]

12. Age
- ○ Under 25
- ○ 25-35
- ○ 36-45
- ○ 46-55
- ○ 56-65
- ○ 66+

13. Where is your place of residence?
- ○ England
- ○ Scotland
- ○ Wales
- ○ Northern Ireland
- ○ Other European country
- ○ Outside of Europe
- ○ Other: [textfied]

About you... continued

14. How would you describe your current employment?
- ○ Employed full-time
- ○ Employed part-time
- ○ Self-employed
- ○ Unemployed
- ○ Retired
- ○ Studying
- ○ Other: [textfield]

15. What is your job title?

If not employed, you can provide your last job title.

[textfield]

16. What is the primary function of your role?
- ○ Teaching
- ○ Research
- ○ Management/leadership
- ○ Support
- ○ Administration
- ○ Technical support/development
- ○ Other: [textfield]

17. What are other functions of your role?

Select all that apply.

○ Teaching
○ Research
○ Management/leadership
○ Support
○ Administration
○ Technical support/development
○ Other: [textfield]

18. Which sector(s) are you based in?
Select all that apply.
○ Schools
○ Further Education
○ Higher Education
○ Work-based learning
○ Adult and community learning
○ Industry
○ Third sector
○ Other: [textfield]

19. What type of organisation(s) do you currently work for?
Select all that apply.
○ School
○ College or Further Education provider
○ University or Higher Education provider
○ Other learning provider
○ Commercial organisation
○ Third sector organisation
○ Other: [textfield]

20. Email confirmation (and badge)
Please complete if you would like to receive an email confirmation that we have received your responses and participation badge (we will only use your email for this purpose and responses will remain anonymous)
[textfield]

And finally - would you like to tell us more?
We are hoping to carry out a small number of follow up interviews. If you are interested in participating, please provide us with your contact details below. These will not be associated with the responses you have already given.

Your name, job title and affiliation.
[textfield]

Your email address
Please type carefully
[textfield]

Your phone number
If preferred
[textfield]