Report on the delivery and impact of remote learning provided by the College of Agriculture, Food and Rural Enterprise (CAFRE)

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Contents

Introduction

The Department of Agriculture, Environment and Rural Affairs (DAERA) commissioned the Education and Training Inspectorate (ETI) to carry out a baseline review of the delivery and impact of remote learning provided by the College of Agriculture, Food and Rural Enterprise (CAFRE). The aim of the review was to evaluate the quality and impact of the learning experiences provided through remote and blended learning; and the provision for the care and wellbeing of learners. The review was carried out between 2 and 27 November 2020.

The main objectives of the review, as agreed with DAERA, were to:

1. Evaluate the quality of the provision to determine to what extent:

    - the strategies for remote learning engage and motivate the learners, ensure they have the skills and technologies available to access remote learning and provide a positive learning experience (including equity of access, peer to peer engagement, effective feedback and strategies for learners who have limited access to technology and poor broadband connections);

    - the remote learners are successful in working independently to improve and extend their own learning, they participate and make progress in line with their individual learning targets and maintain momentum in learning and achieve qualifications, where appropriate;

    - the planning ensures continuity in learning and delivers remote learning in line with the above strategies effectively;

    - the range and impact of strategies being used to deliver remote learning are effective, and adaptive, in promoting and progressing learning;

    - the remote learning, teaching and training, including the effectiveness of formative assessment, is high quality and meets the needs of the learners, irrespective of access and differing starting points;

- the quality of the leadership and management is effective, including monitoring and assessing quality of learning, communication, agility in responding to learners' needs and changing circumstances, intervention, staff training and development and resources management;

- the quality improvement planning processes are effective in order to further improve the remote learning provision;

- learners understand how to remain safe and secure online and their health and well-being is prioritised and monitored; and

- safeguarding arrangements reflect current legislation and practice.

2. Identify case studies of effective practice, including examples of innovative and sector-leading provision.

Context

A sample of full and part-time programmes, up to level 3 and in agreement with the College, were selected to be part of the review. In the Education Services courses are offered to those leaving school, after Year 12, with GCSE qualifications or for people already working within the agri-food and land based sectors who want to attain a formal qualification. The vocational areas reviewed were: agriculture; equine; floristry; food; horticulture; and veterinary nursing. In the Knowledge Advisory Service provision, the areas reviewed were: business development groups (BDGs); farm family key skills; food industry courses; and part-time level 2 qualifications. The Knowledge Advisory Service is a knowledge focused service for land-based and food processing industries which provides a diverse range of learning programmes for the development of farm and food businesses.

CAFRE's learning programmes traditionally combine face-to-face theory-based teaching along with practical training sessions to allow learners to apply the theory they have learned to real life situations. Extensive practical facilities across all of the campuses are widely used and 'learning-by-doing' has traditionally been at the heart of the learning across the College, whereby relevant skills are developed and applied continuously throughout the duration of programmes in all discipline areas. Prior to the emergence of the global health pandemic in March 2020, caused by COVID-19, blended learning was not delivered on any of the

programmes below level 3 in the College. Consequently, the challenge faced by the College in planning and delivering the curriculum through mostly remote learning, for their wide range of largely practical and technical skills-based programmes, and over a short timescale, was significant.

In September 2020, in response to the requirement of the Public Health Authority (PHA) guidelines for two metre social distancing, the College had to reduce the amount of face-to-face teaching across programmes. In the Education Service provision, a blended learning model was planned and introduced for the first 12 weeks of term. Of the 44 programmes in Education Services, almost two-thirds (64%) were adapted to deliver elements of the programme online, ranging from 20% to 100% of the overall course. The majority of these programmes had 50% or more online provision to ensure ongoing levels of engagement and continuity of learning. Classes alternated one week online and one week face-to-face, which provided a good balance of provision in the context of the restrictions. Three of the four veterinary nursing programmes have been delivered entirely online since March 2020. Just over one-third (36%) of Education Service programmes had no planned online delivery from September 2020; of those programmes almost one-half (7) were at level 2 and the remainder at level 3. Most were in agriculture due to their extensive practical nature; most of these programmes continued with face-to-face teaching and learning.

For the Knowledge Advisory Service programmes, remote learning commenced during lockdown and face-to-face delivery resumed in August 2020. Advisers and technologists provided blended learning opportunities with one-to-one support and group delivery, using a range of strategies including videos, webinars, face-to-face meetings and events.

Due to local lockdowns and a change in PHA guidance, all programmes moved to full online delivery from 2 November for two weeks, with only essential face-to-face delivery taking place in the College. As a result, it was not possible to observe any face-to-face sessions during the review.

Summary of Key Findings

Main strengths

- The strong commitment of the senior leadership team and programme managers to deliver an effective blended learning provision, with considerable resources being allocated to the planning and implementation of online learning.

- The enabling culture of professionalism and collegiality that exists, with senior and middle leaders and staff across the College working hard and collaboratively to adopt new ways of working in order to promote and maintain high standards and learning outcomes within the blended learning provision.

- The swift and agile responses by senior and middle leaders, and staff to review and adapt the curriculum in light of the restrictions, to implement an appropriate blended delivery model on the majority of programmes by September 2020.

- The high levels of support provided for staff to build their capacity to deliver remote and blended learning, with well-co-ordinated in-house training, and a range of external accredited training opportunities.

- The highly valued network of cross-campus Technology Enhanced Learning (TEL) champions who have successfully guided and driven the development of a "digital community" through the sharing of effective practice and promoting further learning and development.

- The strong commitment to meeting the care and welfare needs of the learners demonstrated by staff at all levels in the College.

- The mutually respectful relationships established between the staff and the learners, leading to high attendance rates at most online sessions observed.

- The effective use of a range of ICT platforms, including webinars, to reach a wide audience with content and learning that can be accessed both synchronously and asynchronously.

- The flexible range of asynchronous on-line short accredited level 2 and 3 food industry programmes, which provide easy access to upskilling opportunities for those employed in the industry.

- The quality of learning and teaching, which is good or better in almost all of the sessions observed, with 44% of them very good or better.

- The delivery of well-planned, high quality online "Open Days" which are used well to inform potential learners of the education and progression pathways in the agri-food and rural affairs industry.

Areas for development

- Develop a more formal quality improvement plan to further underpin the short to medium-term development needs for online learning, as identified through the College's own self-evaluation and also the outcomes of this review, in order to sustain the excellent progress achieved to date.

- Develop further the College's TEL strategy to progress online learning and teaching and to ensure the learners are fully prepared for an increasingly digitised world beyond the pandemic.

- Formalise the TEL champions' role within the College's management and support structures, with clear roles and responsibilities in order to support more effectively the ongoing development of the approaches to online learning.

- Continue to build the staff's digital skills and their capacity to further develop effective e-pedagogy, including the sharing of the effective practice more widely, across all programmes and campuses.

- Further review and strengthen safeguarding policies and procedures.

Views of learners and staff

As part of the review of the College's arrangements for care, guidance and support and for safeguarding young people and adults at risk, 150 (37% of those issued) Education Service learners and 221 (7% of those issued) Knowledge Advisory Service learners took the opportunity to complete a confidential online questionnaire prior to the review. In addition 47, (64%) members of staff also completed a confidential online questionnaire.

The returns from learners show that almost all of the Education Service (91%) and Knowledge Advisory Service (94%) learners who responded were positive overall about their learning experiences in the College, and found them challenging, but interesting. Most of the learners reported that the online resources are of good quality and are easily accessed.

While almost all of the Education Service learners (92%) reported that they knew who to go to if they had a problem or concern, including when working remotely, just under one-quarter (24%) of Knowledge Advisory Service learners did not know who to speak to. A significant minority (33%) of the Education Service and 45% of Knowledge Advisory Service respondents felt that they were not given regular feedback on how to improve their work, including when working online, despite the fact that most (85%) staff stated that they give regular feedback to learners and provide guidance on how they can improve their work. There is also evidence that the College needs to revisit its online safety policy to ensure that procedures are in place to inform all learners about how to stay safe while working and learning online and also about acceptable and unacceptable behaviours for online sessions.

The returns from staff members show that most (83%) felt that they coped well with the move to and delivery of remote learning during the public health crisis. Almost all of them (98%) report that they are aware of the College's procedures relating to child protection/safeguarding and (94%) understood that appropriate protocols are in place to keep everyone safe while online and during face-to-face delivery. A significant minority of staff (43%) feel that the blended learning curriculum needs to be developed further in order to meet better the emotional health and wellbeing needs of the learners. There is evidence from the returns that work remains to be done in relation to building further the skills of staff members to engage more confidently and effectively in remote and blended learning delivery.

Inspectors also met remotely with three focus groups of learners across the provision, and feedback was also received by inspectors from learners during the online learning sessions observed. The learners reported that, overall, the College has responded well and appropriately to the lockdown and recent circuit breakers, underpinned by effective communication and management of the process. The main area of concern is that some learners reported inconsistent adherence to safe COVID-19 practices, by small groups of learners across the campuses, and across and within learner groups, including a lack of usage of face coverings in communal areas.

Outcomes for Learners

Since March 2020, senior and middle leaders, and staff have worked quickly to plan, establish and deliver programmes remotely; on top of this they provided awarding bodies with calculated grades and assessment outcomes using the available formative assessment information. The College reports that the standards and results achieved at the end of 2019/20 academic year were broadly in line with previous years.

The number of Education Service enrolments in September 2020 is largely consistent with previous years, at 1,001 learners, representing a slight increase (2%) on the September 2019 intake.   In addition, 3,369 Knowledge Advisory Service learners have registered since April 2020; this represents a decrease, however, of almost one-quarter (24%) for the same period last year. The College reports this is mainly due to a reduction in the number of major events normally held for learners, which have not been possible due to the public health crisis and adherence to the associated PHA guidelines.

Mutually respectful relationships between staff and almost all of the learners are well-developed, as exemplified by the punctuality, courteousness and polite exchanges by learners while attending online sessions, including good or very good levels of attendance. Attendance in the Education Service sessions observed by inspectors was very good at 90% and across the Knowledge Advisory Service provision it was good at 84%. A strong sense of community and a positive learning experience is evident during the online sessions, particularly for those learners who had already met face-to-face in their groups.

Most of the learners are progressing well in the development and application of the key digital skills required for effective online learning approaches, particularly in adapting to the demands of effective participation in online synchronous learning. For a majority of learners, their responses, particularly oral responses during the synchronous sessions, are variable. Most of the learners keep their cameras turned off and, when questioned, they are often reticent; eventual responses are too short, lack depth and don't add considerably to the formative assessment process. As a result, questioning is often not well-distributed across the class. Staff are aware of this issue and are endeavouring to use carefully targeted questioning, but with limited levels of success so far.

There is evidence that where online project-based learning is used effectively, the learners have good opportunities to apply their learning and to work independently, engaging well in

discussions linked to their workplace roles and experiences and applying the context of the learning to real examples in the workplace. However, the development of most of the learners' wider skills and dispositions has been limited in the online environment. The College has appropriately identified that further training is required to support staff to improve their pedagogical skills in online learning to ensure that they provide more opportunities for learners to develop and apply these important skills, including literacy, numeracy, independent-working, problem-solving and team-working.

Strategies used for formative assessment during online synchronous sessions are in the early stages of development. Going forward, further development and better use of online assessment tools during the sessions are required to check learner engagement, standards of work, level of understanding and overall progress in learning.

Quality of provision

From September 2020, an increased emphasis on a digital induction programme prepared Education Service learners well for the online aspect of the blended learning curriculum delivery model. This was complemented effectively by a well thought out interactive learner guide book compiled by staff in the College. A small number of learners report that their digital skills are insufficient to participate fully in the range of learning activities and these could be further developed or supported through more training. It is important to ensure that a digital skills induction process is available for Knowledge Advisory Service learners.

In planning for September 2020, the College appropriately reviewed and adapted the curriculum in light of the PHA restrictions, moving to a blended delivery model on the majority of programmes. As a result, despite the College's best efforts, the amount of time assigned to the learners for practical skills development work has been reduced in most programmes. The reduction in face-to-face class time has caused the learners some concern, particularly around the reduced opportunities for them to develop and apply their practical skills. It is clear they would benefit from, and value, some reassurance about how any gaps in their professional and technical skills will be identified and met in the future. The College is working hard and communicating regularly with the awarding organisations to address any learner concerns over adapted assessments.

From September 2020, learners were encouraged to bring their own devices to College for face-to-face classes and a laptop loan scheme was introduced to support those who did not

have a device. The responses to the learner questionnaires indicated that almost all of them have access to an appropriate electronic device to participate in the remote learning and undertake associated work. During the online lesson observations, however, it was evident that some of the learners used their mobile phones to access the online sessions; this limited their capacity to engage fully as it proved difficult for them at times to move between applications and use some of the tools, which ultimately impacted on the learning and engagement.

Learners are well-supported with a broad range of digital platforms to access and engage in the blended learning model of delivery. Across the curriculum, the staff have worked hard to support online delivery of programmes, including developing highly engaging and relevant resources, using the tools of the available platforms, both sensitively and appropriately.

Some learners experienced Wi-Fi connectivity challenges when accessing their learning remotely and technical issues with laptop devices when logging into the online sessions. Connectivity appears to be more of an issue in rural communities with attendance being lower in some of the Knowledge Advisory Service sessions. In the five BDG groups observed, for example, attendance was 61%; the College reports this is likely to be due to a lower level of personal digital skills and the associated confidence in working online, along with connectivity issues. The WebEX platform used for Knowledge Advisory Service learners has been effective in reaching most of the learners and facilitates them to join by dialling into the session. However, this significantly limits the learning experience for the learners as only audio is available. Across the Education Service provision, Moodle and Microsoft Teams are very well-developed and embedded, and are key in supporting high quality remote delivery.

Staff in the College work hard to assess and monitor the levels of learner connectivity and their access to suitable devices; middle leaders have appropriately identified this as an area to be kept under review to ensure learners are not unnecessarily disadvantaged in accessing the remotely delivered aspect of their curriculum.

It is noteworthy that the College has developed a range of asynchronously delivered online short accredited level 2 and 3 food industry programmes, launched recently to replace the traditional face-to-face mode of delivery. Comprehensive materials are provided online with regular self-assessments to monitor learners' progress. These provide important food industry qualifications and are now available in a flexible manner with easy access for the learners. Learners can progress at their own pace and have access to support through a named staff member; they are facilitated to complete the final exam on campus. It is important that the

participation, progress and examination outcomes are monitored closely by senior and middle leaders to inform the College of any adaptations that may be required to this model of delivery, and to ensure it supports all learners to develop the required knowledge and understanding and achieve the qualifications successfully.

The quality of learning and teaching is good or better in almost all of the sessions observed, with 44% of them very good or better. The characteristics of the most effective practice include: a strong staff presence coupled with well-established, positive relationships with the learners; high levels of diligence in the session planning and preparation; carefully sequenced learning activities that build on prior learning and link well to future learning; expert staff subject knowledge and relevant industry experience which are used to apply learning to the workplace setting; effective integration of the virtual learning environment (VLE) platform; and effective use of a range of technology applications/platforms to support and enhance the learning.

In Equine studies, the detailed planning takes into account the learners' prior knowledge and understanding resulting in high quality individualised learning experiences that are well contextualised to build on their practical experience of working in an equine environment. As a result, the learners are well-motivated and they all participate and engage fully. The lecturers have developed good relationships with the learners, based on mutual respect with clear guidelines on acceptable behaviours that the learners respect and comply with. The online sessions use an appropriate range of strategies to engage them including video clips, group notice boards, virtual meetings, and online drawing tools within the virtual learning environment. As a result of these resources and the highly effective questioning, the learners engage well in discussions, with most of them being able to articulate their view confidently and they make good quality written responses that are peer reviewed. The learners' digital skills are very well-developed, enabling them to proficiently alternate between several TEL applications during the lesson. The learners feel well-supported across the equine provision and report that the skills being developed are preparing them well for employment in the industry.

The characteristics of the less effective practice include: limited online socialisation to enhance learner engagement; too few opportunities for learners to provide extended oral and written

responses to demonstrate progress in learning; insufficient effective paired and group work, using for example break out rooms; and too little structured feedback leading to improvement on learners' work.

Skills delivered by the College are in high demand in the food and farming sectors, which are extremely important to Northern Ireland economically, and online learning provides an opportunity for the College to develop and broaden the curriculum to support the local economy, while providing flexibility for learners. During the review, a significant number of learners voiced their support for the flexibility afforded by the remote delivery aspect of the blended model which has been very positive for them. Positive feedback included a reduction in travel time, better use of time as well as reduced childcare requirements. They report, where appropriate, blended approaches to curriculum delivery should be embedded into their programmes going forward. In contrast, some members of the BDGs expressed the view that they miss the social interaction afforded with the face-to-face visits, although they appreciate the necessity of online learning in the current climate.

In horticulture, well-considered curriculum planning, includes the development of learners' creative thinking and design skills, problem-solving and numeracy skills, supported using a range of active blended learning activities and curriculum projects. The innovative and visual approach to blended learning and teaching makes effective use of a range of technology platforms, including an industry-standard modelling application to support the development of the learners' creative and design skills. Bespoke videos and presentations have been developed and are incorporated within the learning to support and encourage progress in learning, linked very well to developing learners' knowledge and understanding of practical horticulture concepts. Sector-leading learning resources enhance the blended learning and teaching, giving learners industry-standard experiences which support progression in learning and reflect employment in the sector. Essential skills are contextualised well in the learning and teaching, with learners engaging in numeracy and literacy reflective of the sector, their work-placement and/or job role; there is effective application using industry-specific resources of how numeracy and literacy are key to learning within a range of horticulture practices; such as garden design and lawn renovation. As a consequence, learners have very good opportunities to develop horticulture skills and knowledge and relevant employability skills.

The College is well connected globally and has maximised opportunities for learners to experience excellent online enrichment activities, linking for example with expert international speakers to broaden the curriculum and enhance learning experiences.

The Knowledge Advisory Service has developed a suite of webinars which are used effectively to reach a wider audience, dispersed across a widespread geographical area, the content of which can be accessed both synchronously and asynchronously. An excellent example of this is a webinar observed during this review, when over 330 participants logged into it; the participants involved were invited to submit questions during the presentation and an expert panel discussed and responded to the queries at the end of the session.

Live online "Open Days" have been introduced for each discipline area; these are well-planned and of a high quality. They include: a virtual tour of the facilities; a motivating presentation from current learners; an appropriate focus on careers with a range of pathways clearly explained, including the effective use of past learners who provide inspiring examples of their experiences and reasons for a chosen career/progression path; an outline of the further education programmes and opportunities for progression to higher education programmes; and a tour of the residential accommodation are available. These were recorded and have been made easily accessible asynchronously on the CAFRE website to any potential learner who was unable to attend the live virtual event.

A strong commitment to meeting the care and welfare needs of the learners is demonstrated by College staff, at all levels. As a result, it is evident that the learners feel respected and valued. Senior staff have responded quickly and strategically to the public health crisis, ensuring the continuity of provision and learning; they have worked hard to protect the health and wellbeing of staff and learners. The provision for meeting the emotional health and wellbeing needs of the learners, including the preventative curriculum, while largely effective, should be reviewed and updated on a more regular basis to ensure that emerging needs are identified and met, and that it is always effective and fit-for-purpose. It is timely, for example, to revisit how learners stay safe online, including acceptable and unacceptable behaviours. In addition, consideration should be given for e-pedagogy focused continuing professional development for staff, to plan and deliver provision. This should include: more opportunities for learners to socially interact informally online; to use appropriately the online camera facility, in order to build their confidence, resilience and friendships within groups, particularly where individuals have not met face-to-face; and to consider opportunities where learners can have

one-to-one interactions with their tutors to discuss their progress, and most importantly, to be able to privately ask for help and support if needed.

Leadership and management

In response to the requirement to deliver at pace a balanced model of blended learning, the senior leadership team in the College has risen to the challenge and has managed it very effectively. The programme managers have worked hard to support staff in setting up online provision. The College has responded proactively and sensitively to those staff who have needed to shield or required more flexible working arrangements throughout the period of the public health crisis. Blended learning has been given a high priority, with considerable resources allocated to the planning and implementation of the online aspect of the learning.

Senior management promptly set up a cross-campus COVID-19 ICT response group to examine the requirements for a fit-for-purpose blended learning model in terms of capacity, equipment, platforms, connectivity, staff capabilities and learner capabilities. Appropriately, a review of all resources, both hardware and personnel, has been commissioned and is underway to further inform and determine the requirements to effectively and efficiently deliver more of the curriculum through a blended learning model into the future, beyond the pandemic.

Senior and middle leaders continue to be fully committed to a process of ongoing review of the holistic impact of the blended model, with a view to identifying areas that are working well and those that need to be improved, to ensure a coherent and progressive experience for all learners. A culture of professionalism and collegiality exists across the College, with senior and middle leaders and staff pulling together and working hard to promote and maintain high standards in this new and often challenging world of blended learning.

The College recognises the opportunity that online learning presents to extend its reach in the international market for much of its curriculum offer and long-established expertise; currently, for example, it has a number of learners from New Zealand registered on a Knowledge Advisory Service equine programme.

Good arrangements are in place to provide appropriate technical support for staff. Due to the increased demands on this service there may be a need to review the capacity to meet the on-going needs of the College.

A TEL strategy was launched across the College in 2016. While good progress has been made in the development and usage of the VLE in the Education Service provision, more needs to be done to support Knowledge Advisory Service learners through the VLE, and meaningful work has already started in this area. It is timely that the College has identified the need to revisit and prioritise the TEL strategy to ensure further progress takes place in this important area, across all of the College's provision, in order to prepare learners better for the digitised world of work but also further develop staff competencies through relevant continuing professional development opportunities.

Prior to March 2020, a small group of designated champions had been working on developing TEL. Since then, the work of this group has informed, guided and driven the successful development of a "digital community" through sharing effective practice and promoting further learning and development. It is recognised by the College senior leaders that the TEL champions are a highly valued network of professional expertise and enthusiasm and this should continue to become fully embedded in the formal structure of the College, with clearly identified roles and responsibilities going forward. High levels of support have been provided to staff, including through the use of the MS Teams platform; staff use the platform well to share their experiences, ideas and good practice on approaches to blended learning and they are continuing to develop and evolve as a supportive learning community. This platform operates well on a cross-campus basis.

Staff have been well-supported and encouraged to build their digital skills and capacity to deliver remote learning. The majority of staff have engaged in effectively co-ordinated, in-house online training which has impacted positively on their ability to plan and deliver effective lessons online. In addition, four staff have completed a post-graduate programme in designing online courses for adult learning through the Open University. A further ten staff completed the blended and technology enhanced learning course with Stranmillis University College.

All of the staff are highly committed to providing the learners with appropriate online learning opportunities in order for them to make progress in their development and achievements. Planning, designing and delivering a programme of blended learning from scratch has been challenging; as a result staff workloads are heavy and expectations of how they work have changed, particularly this term, with the need to quickly develop new skills to deliver blended learning programmes with a significant proportion of the learning delivered remotely.

Most staff have found the transition to using the technology to deliver blended learning a major challenge and they will require ongoing encouragement and support, and further training, in order to continue to improve the learners' learning experiences and their progression in learning and skills acquisition. This is further evidenced from the staff questionnaire responses where almost two-fifths of staff reported that they did not feel they were well-prepared to deliver a blend of online and face-to-face learning effectively.

Through their self-evaluation process, the College have identified the strengths and areas for improvement for blended learning delivery. It is now timely to devise an associated quality improvement plan which is specific, measurable, attainable, realistic and time bound (SMART) to address the short to medium-term needs of the College to continue to improve and build upon the excellent progress and work carried out since March 2020.

Safeguarding

The College has begun the process of updating their safeguarding policies and procedures, including amendments needed due to the context of the public health crisis and the increased reliance on remote learning. There is a need to further review and refine the safeguarding policies and procedures, particularly in relation to adult safeguarding and online safety, to ensure that when working remotely, learners have easy access to help and support which includes the development of guidance and protocols for one-to-one online tutorials, and to share these updates with all learners and staff members.

Evaluation methodology and evidence base

Six ETI inspectors observed 39 staff and 868 learners in 41 virtual session observations (synchronous and asynchronous). Staff and learners had the opportunity to complete a confidential on-line survey developed in collaboration with the College. Inspectors also interviewed 19 learners in formal focus group meetings, and an additional 105 learners were interviewed as part of their learning sessions. Virtual discussions were held with the senior management team, heads of branch, programme managers, Technology Enhanced Learning (TEL) champions and staff. Relevant on-line content and resources for learners were reviewed.

Reporting terms used by the Education and Training Inspectorate

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

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