

Essential Skills Enrolments and Outcomes statistics bulletin - readership survey September 2019

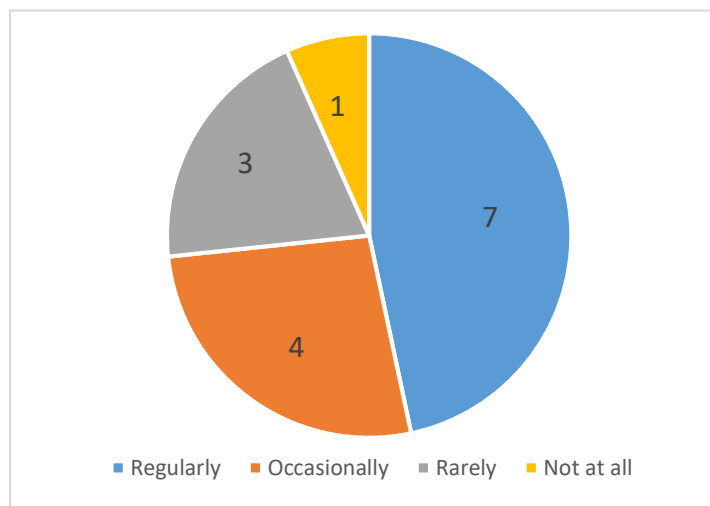
Respondent Profile

Surveys issued: 59

Total responses: 15 (not all respondents answered every question)

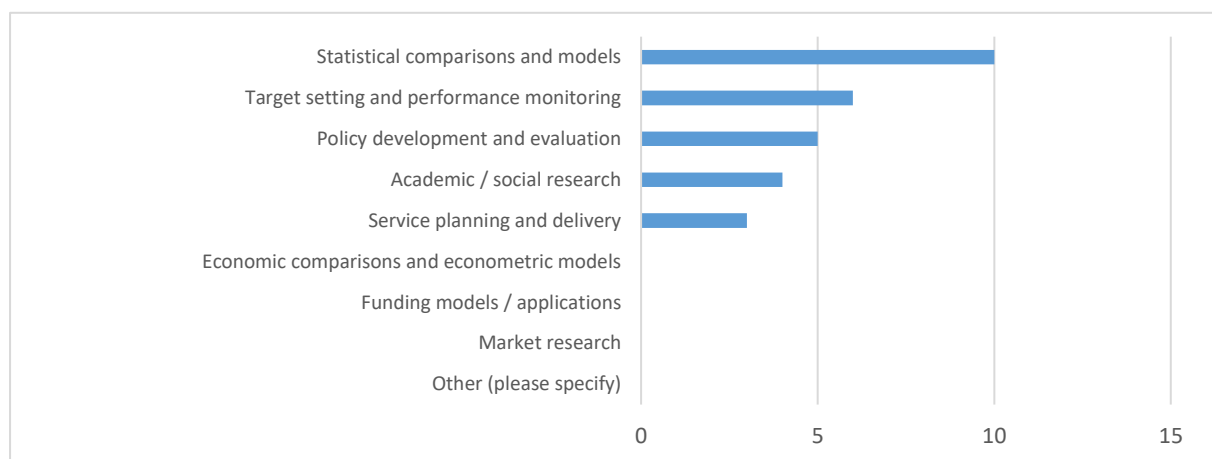
Response rate: 25%

Q1. How often do you use our Essential Skills statistics bulletin and associated web pages?



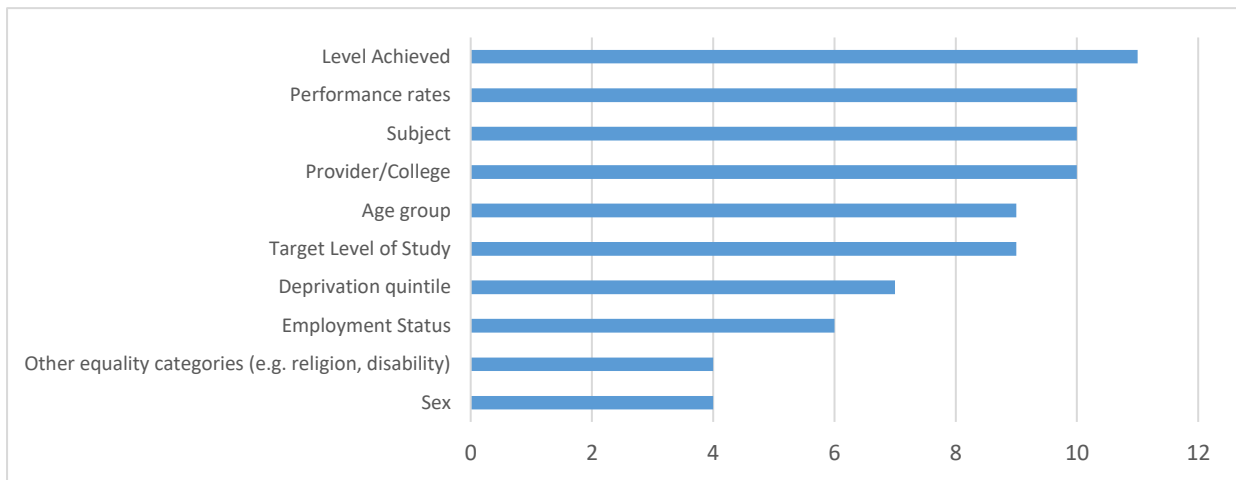
- Among the 15 respondents to this question, 7 are regular users of the Essential Skills (ES) statistics bulletin and associated web pages, 4 are occasional users, while 3 rarely use them and 1 doesn't use them at all.

Q2. What do you use our Essential Skills statistics for? (Please select all that apply.)



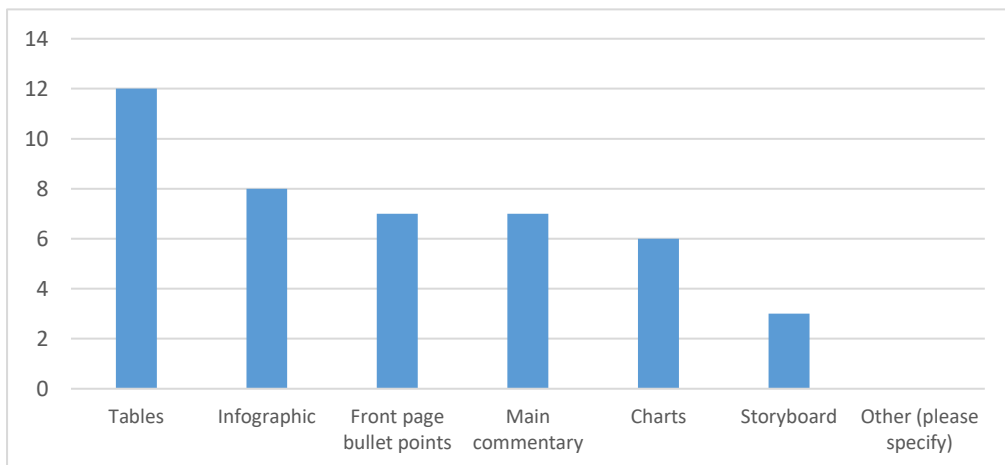
- Among the 12 people who answered this question, most (10) use ES statistics for 'Statistical comparisons and models', while 6 use them for 'Target setting and performance monitoring', 5 for 'Policy development and evaluation', 4 for 'Academic/social research' and 3 for 'Service planning and delivery'.

Q3. Which of the following categories of Essential Skills statistics do you use? (Please select all that apply.)



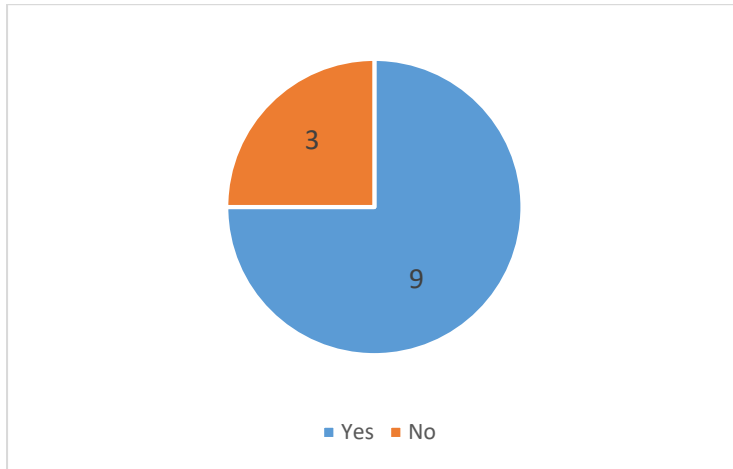
- Three-quarters or more of the 12 respondents to this question said they use ES statistics on: 'Level achieved' (11); 'Performance rates' (10); 'Subject' (10); 'Provider / College' (10); 'Age group' (9); and 'Target Level of study' (9).
- For each of the categories listed, at least 4 respondents found them of use.

Q4. Which aspects of our Essential Skills statistics bulletin and associated web page do you find most useful? (Please select all that apply.)



- The tables are, by a distance, considered to be the most useful aspect of the published ES statistics (by all 12 respondents).
- Between a half and two-thirds of respondents also indicated that the infographic (8), front page bullet points (7), main commentary (7) and charts (6) are also among the most useful sections.
- The storyboard was least likely to be rated useful (3 respondents); unlike our Higher Education publications, it has to date been published separately from the main bulletin.

Q5. We are considering improving the accessibility and relevance of our bulletins by reducing the length of the commentary and focusing on providing summaries of the main points, while continuing to provide our wide range of statistical tables. Would you be content with a reduction in the length of the commentary? (Please comment below if you wish)



- Three-quarters (9) of the 12 respondents said they would be content with a reduction in the length of the commentary.

Q6. What improvements, if any, would you like to see in order to enhance the coverage or quality of our Essential Skills statistics bulletin and associated web pages?

- 8 readers suggested improvements to the coverage or quality of the bulletin or web pages (incorporating 2 comments at Q5), including requests for further analysis and breakdowns.

Q7. Would you like to be retained on our mailing list for future Essential Skills statistics bulletins?

- 11 of the 12 respondents to this question wish to remain on the mailing list.

Acknowledgements and Next Steps

We wish to thank our readers for taking time to give constructive feedback and helpful suggestions. We will give careful consideration to each response as we seek to improve the coverage and quality of our ES statistics. We will discuss the feasibility of possible options with DfE policy colleagues, before drawing up an action plan for the 2019/20 edition of the bulletin. For the 2018/19 edition, we have adopted some 'quick wins', including enhancing the profile of the storyboard by incorporating it within the main volume.