



Employer Led Vocational Education and Training in Europe (ELVETE)

Case Study no. 1: MOVE-IT work based delivery methodology

Highlighting of good practise in 14 -19 VET education

Work Package 2

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Executive Summary

Case study Report structure

1. Summary

This case study investigates the application of a new work based delivery methodology, using the e-learning and mobile technologies, by the Agricultural Highschool Mihail Kogalniceanu based in Miroslava, Iasi County, Romania; by means of two courses aimed at VET students aged 16-19:

- Semiology- animal clinical examinations – level 3
- General elements of Animal husbandry – level 3

The new work based delivery methodology is transferred and adapted from the original model of the Myerscough College, UK as part of the EU funded project MOVE-IT - Mobilizing Opportunities in Vocational Education with Innovative Technologies (Leonardo da Vinci – Transfer of Innovation, Ref. no. UK/12/LLP-LdV/TOI-520).

The two courses are part of the general curricula of the VET high school “Mihail Kogalniceanu” for the profile veterinary technician.

As part of their involvement in the EU funded project MOVE-IT, the two courses were chosen in order to be transformed into e-learning environment and tested with groups of students, trainers and employers, according to an innovative work based delivery methodology, incorporating e-learning and mobile technology.

Thus, the 2 courses were re-developed as interactive learning packages, using different materials such as presentations, images, videos etc in order to make the learning online more attractive and easy to understand for the students.

The learning packages were uploaded onto the Virtual Learning Environment (VLE) of the project and delivered to 48 students aged 16-19 from February until May 2014.

In order for students to perform their work-based activities, the VET school has signed 13 collaboration contracts with veterinarian offices, public offices of sanitary-veterinary control, veterinary companies.

Also, the 13 employers had direct access to the platform materials, so they were able to see what the students are studying.

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General Information on VET Organisation

The Agricultural Highschool Mihail Kogalniceanu is based in Miroslava, Iasi county and was established in 1831 and has a large tradition in providing education in the agricultural field, preparing several hundred students every year.

As part of their involvement in the EU funded project MOVE-IT - Mobilizing Opportunities in Vocational Education with Innovative Technologies (Leonardo da Vinci – Transfer of Innovation, Ref. no. UK/12/LLP-LdV/TOI-520), the two courses were chosen in order to be transformed into e-learning environment and tested with groups of students, trainers and employers, according to an innovative work based delivery methodology, incorporating e-learning and mobile technology, that was transferred by means of the project from the Myerscough College, UK.

Thus, the 2 courses were re-developed as interactive learning packages, using different materials such as presentations, images, videos etc in order to make the learning online more attractive and easy to understand for the students.

The learning packages were uploaded onto the Virtual Learning Environment (VLE) of the project and delivered to 48 students aged 16-19 from February until May 2014.

Each learning package/course was divided into 4 or 5 chapters. Each chapter had 5 parts in which the students went from reading about the subject to watching videos, presentations, pictures.

For the students aiming at being qualified in Veterinary technician qualification, one chapter from the official curricula of the Ministry of Education was addressed, that is semiology.

The course was divided in 5 chapters taking into account the competences needed to be addressed by the students.

Each chapter aimed at meeting different learning objectives:

- ✓ To identify the general examination methods of animals
- ✓ To carry out the examination of animals by general methods

- ✓ To identify the specific examination methods of the digestive system
- ✓ To carry out the clinical examination of the digestive system

- ✓ To identify the specific examination methods of the respiratory system
- ✓ To carry out the clinical examination of the respiratory system

- ✓ To identify the specific examination methods of the cardio vascular, genitourinary and nervous systems
- ✓ To carry out the clinical examination of the cardio vascular, genitourinary and nervous systems

- ✓ Have an understanding of the health & safety procedures during examination

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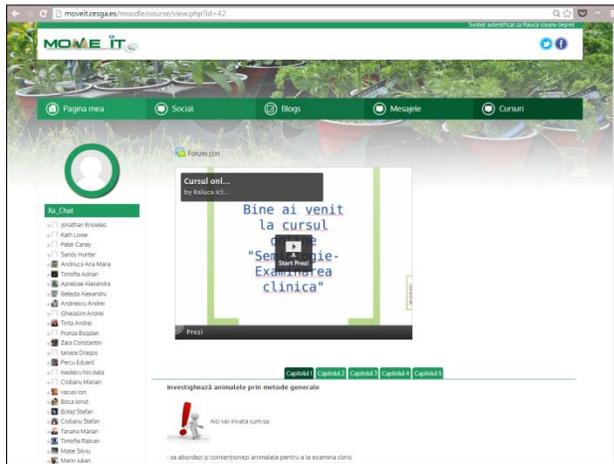


Image 1. Screenshot from the Semiology LP

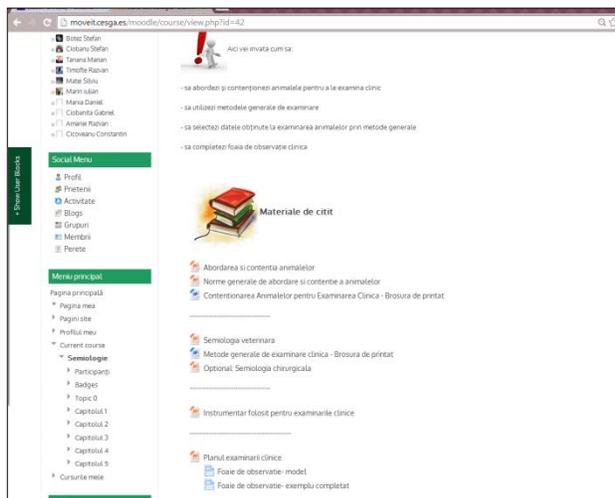
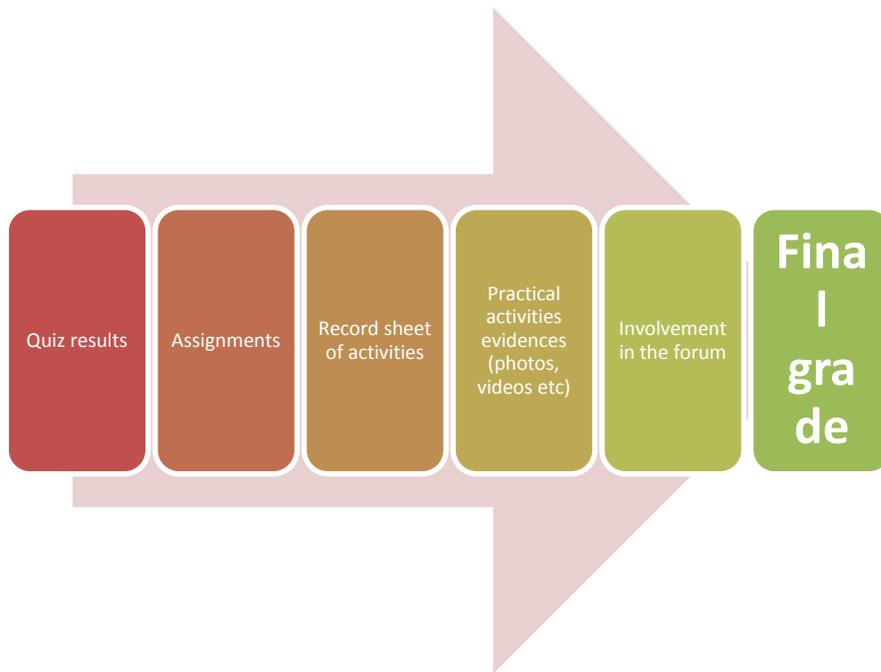


Image 2. Overview of the Semiology LP

The students received their grade as an arithmetic average between the score from the quizzes, assignments, filling in the record sheet of activities, involvement in the forum. The score graded from 1 to 10, 10 being the best.



Communication between students, trainer and employers was done through a forum which represented a key point as they had the opportunity to exchange ideas, useful information such as links and other materials.

The time allotted for each chapter was one week during which the students had time to read / watch the materials, take the quizzes, do the assignments and upload the proofs from their practical activities. Every week the students met with the teacher on a day of Friday to talk about their practical activities and to upload their assignments on VLE.

The feedback from the students was collected through initial and final evaluation questionnaires provided to the students.

General Information on business involved

In order for students to perform their work-based activities, the VET school has signed 13 collaboration contracts with veterinarian offices, public offices of sanitary-veterinary control, veterinary companies. These are the companies that have a permanent partnership for the VET school and receive students for practical activities for several weeks per year.

Examples of companies: SC SILDOVET SRL Voinesti (veterinary medical office), SC GRIG ASIST SRL, Didactic farm Olga M. Sturza, etc.

Each of the collaborating company has between 3 and 10 employees.

Each of the company was actively involved in the piloting of the work-based methodology, receiving the students in their offices to perform the practical activities.

Detailed information on areas of cooperation

The companies are receiving students to perform their work-based/practical activities several weeks per year. The companies have a long lasting cooperation with the school and sometimes they hire students that graduate.

The companies receive 3-5 students, according to their capacities. Students are aged 16-19 years old.

Normally, the work based learning is performed 4-6 weeks per year, at the end of the school year. For the purposes of testing the MOVE-IT interactive learning packages, the practical activities at the companies were performed simultaneously with the learning. This allowed students to learn at their own pace, including to access the e-learning platform while they were at the working place in the companies. Furthermore, the employers had their own accounts on the learning platform, being able to have access to the course materials and to post messages, comments, materials, etc.

While students were studying the interactive learning materials, they could ask for clarifications also to their supervisors in the companies / veterinary offices.

Monitoring of learners is done by both the teacher via the VLE, but also by the tutor at the workplace. The learner is constantly monitored by the tutor who fills in the record sheet of activities periodically and offers feedback to the learner.

The teacher is monitoring the activity on the VLE giving them feedback on the quizzes and assignments.

Although there is a national curriculum that VET schools must follow for the different profiles, the companies involved can have a influence on the curriculum. Based on the collaboration partnership with the VET school, they can suggest certain topics they would need students to focus on. These topics are taken over by the school and transformed into a “local development curriculum” that usually has 150 learning hours.

In case of the 2 learning packages that were piloted, the companies were consulted by the trainers/trainers/teachers as regards the topics that would be more relevant for students to be transformed into interactive learning materials.

Visit schedule and Visit report

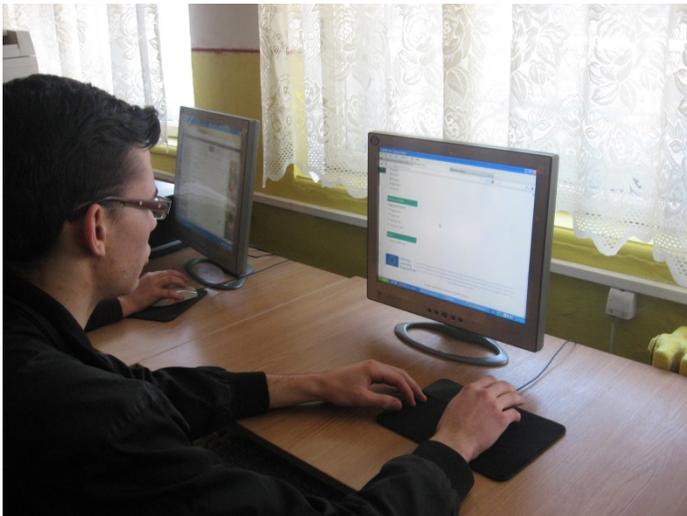
On the date of 28th March 2014, a visit was made by the staff of AIP to the college in order to assist at a training sesión of this new methodology of work based learning.

A number of 20 students were in the computer rooms, navigating/working on the Moodle platform of the courses.

A discussion with the students and their trainer took place at the end of the session.

All the students agreed that this new methodology was very interesting and innovative for them, that they improved not only their knowledge on the respective subject, but also their ICT skills as it was the first time they were learning to use an e-learning platform.

Some of the students also said that they feel more engaged with their practical activities performed in the companies, as now their tutors also login on the platform and see the learning materials, etc.



Short analysis of the information

The new model of delivering the work based learning is very effective.

The employers who participated in these pilot courses were satisfied with the experience, valuing the

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flexibility of the blended learning model, its improved interaction and the quality of the resources used.

The main conclusion of these pilot experiences within MoveIT project show that the blended learning model, together with a combination of online social platform and interactive materials is highly positive to improve learning, student progress and interaction among peers and teachers / students / employers. Teachers see there is a clear tendency to use this blended approach to workplace learning, as there is an increasing number of mobile devices, Internet access everywhere, and most students are familiar with social interactions through the web or social sites. However, for this methodology to succeed, some factors should be observed: Internet connection is still lacking in many rural areas, or it has poor quality. Virtual environments need to be adapted and simplified to make mobile access possible and attractive for both students and teachers.

Commonalities/differences – compare and contrast

The usual work based learning methodology used by the VET schools in Romania focuses more on acquiring practical competences in the specific qualification (e.g. land based sector). The learning is done on site using a methodology of face to face learning with no connection with e-learning technologies or use of e-portfolios.

The new methodology piloted by means of the MOVE-IT Project offered the possibility to integrate the use of the VLE (Virtual Learning Environment) within the actual methodology.

Based on the results of the evaluation, all participants at the piloting consider that the VLE is very useful, making easier for the students to benefit from the interactive and innovative methodologies in view of making the learning process more pleasant and easier.

Annexes

Annex 1. Pre-pilot questionnaire for Learners

Part 1. Profile

- Gender (male / female)
- Age (less than 25 / 25-29 / 30-40 / 41-50 / Over 50)
- Highest level of education (High school or less, 1-3 years post-secondary, 4+ years post-secondary, other).

Part 2. Perceived competence in ICT

- Do you feel competent in:
 - Managing files: Create and manage folders, zip/unzip files, change size/format images, create a PDF from a text...
 - Capture, manage and edit photos and digital images
 - Create and format a text using a text processor / spreadsheet
 - Use email / messaging software to communicate
 - Create a video / screencast and upload it to the web (Youtube, blog, etc.)
 - Participate in forums, online collaborative platforms or social networks
 - Create and maintain a blog or website
 - Participate in a learning course on a virtual learning platform (i.e.: Moodle)
 - Using a tablet or smartphone (Ipad, Android based tablet)
- (1) *Strongly Disagree*, (2) *Disagree*, (3) *Neutral*, (4) *Agree*, (5) *Strongly Agree*
Where appropriate, we'll include a "Does Not Apply" option that does not receive a point value.

Part 3. ICT resources available

- Do you have a computer (laptop, tablet or netbook) to use during at your workplace / work placement
- Do you have a computer (laptop, tablet, netbook) at home? (yes / no)
- Do you have a personal tablet or smartphone?
 - No
 - A smartphone
 - A tablet
 - Both
- Do you have an Internet connection at home? (yes / no)
-

Part 4. Current learning

- How do you usually currently learn?
 1. *In face-to-face courses*
 2. *in online/blended learning courses (in virtual campus)*
 3. *Face to face with tutor*
 4. *On the job with employer*
- How do you rate your current learning?(1) *Very good*, (2) *good*, (3) *regular*, (4) *bad*, (5) *very bad*.

Annex 2. Pre-pilot questionnaire for Trainers

Part 1. Profile

- Gender (male / female)
- Age (less than 25 / 25-29 / 30-40 / 41-50 / Over 50)
- Including this course/academic year, how long have you been teaching? (less than 2 years / from 2 to 5 years / from 6 to 10 / more than 11)

Part 2. Perceived competence in ICT

- Do you feel competent in:
 - Managing files: Create and manage folders, zip/unzip files, change size/format images, create a PDF from a text...
 - Capture, manage and edit photos and digital images
 - Create and format a text using a text processor / spreadsheet
 - Create an animated slideshow
 - Use email / messaging software to communicate
 - Create a video and upload it to the web (Youtube, blog, etc.)
 - Participate in forums, online collaborative platforms or social networks
 - Create and maintain a blog or website
 - Manage and maintain a course on a virtual learning platform (i.e.: Moodle)
 - Use a tablet or smartphone (Ipads, Android based, etc)

Part 3. ICT resources available

- Have you been provided with a computer (laptop, tablet or netbook) to use during the school year by your College/ educational institute (yes / no)
- Do your students have access to a computer (laptop, tablet, netbook) to use in the workplace /on work placement
- Does the college/institution have an Internet connection that can be used by teachers and students? (yes / no)

Annex 3. Pre-pilot questionnaire for Employers

Questions

- The current work based training model meets the training needs of my business.

If it does not meet your training needs, how can it be improved?

- It is desirable that the work based training model includes opportunities for peer learning between my trainees and trainees from other businesses.

Is peer learning an aspect of the current delivery model?

Yes / Partly / No

- I am involved in the training of my staff and have an input into the content of their training.

If you do not feel that you have sufficient involvement with the training, what additional input would you like to have?

- A high standard of teaching and learning resources are used to train my trainees.

If you do not think teaching and learning resources are of a high standard, what improvements would you like to see?

- The existing model of delivery used to train my trainees is flexible and meets the needs of my business

If it is not very flexible, how would you like to improve it?

- The existing model of delivery used to train my trainees represents good value for money
If you feel it does not represent good value for money, how can this be improved?
- The existing model of delivery is effective in providing accurate and timely feedback on the progress of my trainees
If feedback on trainee progress is not as effective as you would like, how can this be improved?

If feedback on trainee progress is not as effective as you would like, how can this be improved?

Annex 4. Post-pilot questionnaire for Learners

There are 16 questions in this survey

Part 1. Learning objectives

1 The objectives of the module were stated clearly *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The objectives of the module were stated clearly	<input type="radio"/>				
I had enough information regarding its contents, format, etc. prior to the course	<input type="radio"/>				
The format of the course was stated clearly (use of platform, face-to-face sessions, etc.)	<input type="radio"/>				
There was an easy way to follow my learning progress at any moment	<input type="radio"/>				
The requirements for completion of the course were clearly outlined	<input type="radio"/>				

Part 2. Online e-learning platform

2 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you think the online e-learning platform interface was easy to navigate? (usable, intuitive, clear, consistent)	<input type="radio"/>				
I was able to know my learning progress easily through the platform tools	<input type="radio"/>				

3 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Do you think the social network of the online platform (group creation, friend lists, short messaging, etc) was easy to use? (intuitive, clear, consistent)	<input type="radio"/>					

4 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Are you satisfied with the online platform performance (speed, stability)?	<input type="radio"/>				

5 What tools have you used in MoveIT pilot course? (several answers possible) *

Please choose **all** that apply:

- Profile
- Lessons (learning contents structured)
- Calendar
- Quizzes
- Forums
- Grading report
- Social Networking (groups, friend list, wall...)
- Other:

6 Have you accessed the online platform through a mobile device (tablet, smartphone)? *

Please choose **only one** of the following:

- Yes
- No

7 Did you experience any problem when accessing the online platform through a mobile device? *

Please choose **all** that apply:

- No
- Yes, some tool/s were not accessible
- Yes, some tool/s were difficult to use (too small, menu not easy to reach, confusing, etc.)
- Yes, I was not able to upload content (images, videos) from my mobile device
- I have not accessed through a mobile device

8 Is there any tool that should be improved in the online platform to make it more useful for this pilot course? *

Please choose **only one** of the following:

- Yes
- No

9 If so, please specify

Please write your answer here:

Part 3. Impact of MoveIT pilot course

10 In your experience, do you think MoveIT pilot: *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It has improved my learning and understanding of the subject	<input type="radio"/>				
It encouraged me to communicate with other learners	<input type="radio"/>				
It improved communication with the tutor in their workplace	<input type="radio"/>				

11 Is there any area/tool/strategy that you feel should be improved in order for MoveIT proposal to provide better support to learning in the workplace? *

Please choose **only one** of the following:

- Yes
- No

12 If yes, please specify

Please write your answer here

Part 4. User satisfaction

13 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am satisfied with the format of the course (blended learning)	<input type="radio"/>				
It is easy to navigate through the e-learning course platform	<input type="radio"/>				
I am satisfied with the online interaction I had with my teacher/s, through the social features of the online platform	<input type="radio"/>				
The course instructor was accessible to answer questions or give feedback through the online platform	<input type="radio"/>				
I am satisfied with the learning content provided in MoveIT course	<input type="radio"/>				

14 In my opinion, the most positive aspect/s regarding MoveIT pilot course to provide better support to learning in the workplace was/were:

Please write your answer here:

15 In my opinion, the most negative aspect/s regarding MoveIT pilot course to provide better support to learning in the workplace was/were:

Please write your answer here:

16 Would you like more of your learning to be delivered this way? *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Would you like more of your learning to be delivered this way?	<input type="radio"/>				

Annex 5. Post-pilot questionnaire for Trainers

There are 26 questions in this survey

Part 1. Teacher training in ICT

1 Have you received significant technical / pedagogical support... *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Regarding the use of communication tools / strategies in the e-learning platform used in this pilot experience?	<input type="radio"/>				
To support grading and revision of student progress in the e-learning platform?	<input type="radio"/>				
To create multimedia materials for the experience? (videos, tutorials, applications...)(materials already created and not necessarily by tutor who will be piloting)	<input type="radio"/>				

2 Is there any field/tool that you feel you don't have enough training to be able to use it in MoveIT pilot course? *

Please choose **only one** of the following:

- Yes
- No

3 If Yes, please specify

Please write your answer here:

4 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you feel that the guidelines that have been produced for using the MOVE IT e-learning platform are satisfactory?	<input type="radio"/>				

Part 2. E-learning platform

5 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you think the e-learning platform interface was easy to navigate? (intuitive, clear, consistent)	<input type="radio"/>				
Were you able to administer your student's progress easily?	<input type="radio"/>				
Were you able to create / organize learning contents easily?	<input type="radio"/>				

6 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Do you think the social network of the online course (group creation, friend lists, short messaging, etc) was easy to use? (intuitive, clear, consistent)	<input type="radio"/>					

7 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Are you satisfied with the online platform performance (speed, stability)?	<input type="radio"/>				

8 What authoring tool have you used to create contents for online pilot course? (several answers possible) *

Please choose **all** that apply:

- Articulate Storyline
- eXelearning
- Screencast-o-matic
- Moodle/MoveIT platform internal suthoring tools (quizes, etc.)
- Other:

9 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Did you have a satisfactory experience of using these tools?	<input type="radio"/>				

10 Have you accessed the online platform through a mobile device (tablet, smartphone)? *

Please choose **only one** of the following:

- Yes
- No

11 If so, did you experience any problem when accessing the online platform through a mobile device?

Please choose **all** that apply:

- No
- Yes, some tool/s were not accessible
- Yes, some tool/s were difficult to use (too small, menu not easy to reach, confusing, etc.)
- Yes, I was not able to upload content (images, videos) from my mobile device

12 Is there any tool that should be improved in the online platform to make it more useful for this pilot course? *

Please choose **only one** of the following:

- Yes
- No

13 If so, please specify:

Please write your answer here:

Part 3. Impact of MoveIT pilot course

14 In your experience, do you think MoveIT pilot blended delivery model has influenced positively the: *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Self-learning in the workplace	<input type="radio"/>				
Impact on the learner and clear evidence that learning has taken place	<input type="radio"/>				
Supported learner's independent learning	<input type="radio"/>				
Increased motivation to learn	<input type="radio"/>				
It encouraged group work and collaboration amongst students	<input type="radio"/>				
It facilitated collaboration between teachers, students and tutors in their workplace	<input type="radio"/>				

15 How would you normally have delivered this topic? *

Please choose **all** that apply:

- Through face-to-face sessions
- Using blended learning (some parts face-to-face, some online)
- Tutoring on the job students
- The same way I did

16 Is the delivery model and learning materials an improvement over the courses you've done before? *
Please choose **only one** of the following:

- Yes
- No

17 If yes, in what way?

Please write your answer here:

18 If no, why not?

Please write your answer here:

19 Did you find the Work Based methodology guidelines useful? *
Please choose **only one** of the following:

- Yes
- No

20 In my opinion, the most positive aspect/s regarding MoveIT pilot blended delivery model to provide better support to learning in the workplace was/were

Please write your answer here:

21 In my opinion, the most negative aspect/s regarding MoveIT pilot blended delivery model to provide better support to learning in the workplace was/were:

Please write your answer here:

22 What improvements do you think could be made to the online learning platform?

Please write your answer here:

23 What improvements do you think could be made to grading system?

Please write your answer here:

24 What improvements do you think could be made to the learning materials and module structure?

Please write your answer here:

25 What other improvements do you think could be made?

Please write your answer here:

26 Please choose the appropriate response for each item:

	It is much more satisfactory	It is more satisfactory	It is equally satisfactory	It is a fairly worse methodology	It is a much worse method
How does it compare to usual method of teaching and learning (ie workplace visit)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annex 6. Post-pilot questionnaire for Employers

We would like your feedback on the experience that you and your learners have had of the piloting of training in the work place using online learning material, supported by tutor visits and communication through a social networking platform.

There are 8 questions in this survey

Part 1

1 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The new Work Based Delivery better meets my training needs	<input type="radio"/>				

2 The benefits are: *

Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Increased flexibility, the learner can choose when to learn (eg in quieter periods)	<input type="radio"/>				
Training that is more tailored to the needs of my business and work environment	<input type="radio"/>				
Enhanced learning opportunities through interaction with other trainees and their work environments	<input type="radio"/>				
Good quality applied learning; Increased knowledge and skills that can be applied within the trainees own work environment.	<input type="radio"/>				

3 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The peer learning introduced through the social platform has enhanced the learning and motivation of my trainee	<input type="radio"/>				

4 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I would like to see peer learning, and interaction with other trainees through the social platform, taken forward and further embedded within the work based delivery model.	<input type="radio"/>				

5 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The online teaching and learning resources are of a high standard	<input type="radio"/>				

6 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The new Workbased Delivery model piloted with my trainee represents good value for money.	<input type="radio"/>				

7 Please choose the appropriate response for each item:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Feedback on the progress of my trainee is effective	<input type="radio"/>				

8 Please make any comments that will help us to further improve the work based delivery model:

Please write your answer here: