

The background image shows three men standing in a workshop. They are all wearing bright orange work overalls with reflective strips and a 'Stageroch' logo on the chest. The man on the left is wearing glasses and has a dark shirt underneath. The man in the middle has a beard and is wearing a light blue beanie. The man on the right is smiling. They are standing in front of a red tool cabinet and other workshop equipment. The floor is yellow and red.

TUC Education

UnionlearnTOOL evaluation

# Changing education for good

Produced by Marchmont Observatory  
University of Exeter

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# Foreword

Each year, union representatives help thousands of people to improve their working lives for the better. They make workplaces fairer, happier, safer, and more productive. The training they receive from TUC Education makes this possible. But the world of work is changing. We need to develop new approaches so that our reps have the skills and knowledge to continue to make a difference in the modern workplace.

The TUC has a long-established record of delivering high quality and effective training for its union representatives. Recent years have seen significant changes to the way union reps receive training. Changes to facility time, a decline in the number of college providers and crucially, a change to the way that reps want to receive their training, mean unions need new ways to deliver learning. The baseline survey report 'Making Education Work' found that today's reps want a flexible and accessible way to learn.

A grant from the Ufl Charitable Trust in 2015 allowed the TUC to instigate a step change in our use of digital learning platforms and enabled us to create a new online suite of our core courses. The massive increase in the use of smartphones and tablets has shown that there is a desire to learn on the move and at a time that is convenient to the learner. In partnership with the Ufl Charitable Trust and working with a leading e-learning company we transformed each of our key union representative's courses Union Representatives One, Health and Safety One, Union Learning Representatives One and Union Learning Representatives Two.

The challenge for us was to create a new learning experience that meets the needs of modern union representatives, while continuing to give them the skills, knowledge and confidence to carry out their role effectively.

The results are impressive. Learners remarked on the high quality of the course content and how easy it is to use. It is clear from the results of the survey that the project has made a real difference to union representatives and that already it is starting to have a positive impact back in the workplace.

The unionlearnTOOL project has allowed us to transform and future-proof our training programme and to better prepare union representatives for the future of work.



**Paul Nowak**  
TUC Deputy General Secretary





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# Key points

- 5,096 learners have registered on one of the three refreshed union reps' training courses with 2,542 learners completing at least one course to date. By course, the number of completions are: 1,786 on the Union Representatives One course; 449 on the Health and Safety Representatives One course; and 307 on the Union Learning Representatives One course. As the learning is self-selective, respondents themselves may have considered their learning needs to have been met. For the purposes of the survey, we're using data provided by the TUC's learning management system on learner completions.
  - This survey was commissioned to gather feedback on learners' experience of undertaking the courses and in particular, the outcomes arising from this. The survey was conducted online using the survey software, Snap. The survey attracted 211 responses from learners who had completed or started at least one of the revised reps' courses. Overall, the survey achieved a response rate of 8.3 per cent among its target audience.
  - The demographic, educational, employment and geographic profile of respondents largely reflects that achieved in previous TUC Education learner surveys. Compared with the employed population as a whole, however, survey respondents tended to be older, more highly qualified and employed in professional occupations and live in the North West region of England.
  - Respondents for the most part were confident in their use of information technologies and most learners that had completed at least one of the three reps' courses, were relatively confident in their ability to perform a selection of tasks associated with their role before accessing the course.
  - The vast majority of learners completing these courses, reported that it has improved their ability or competence in the role, "somewhat" or "a great extent".
- For example, more than half of learners completing each course felt that their understanding of the role had improved 'a great extent'.
- While those with the lowest levels of prior ability were more likely than average to report improvements in their knowledge and skills as a consequence of the training, the results suggest that most of those with higher levels of ability also gained from the training.
  - Encouragingly, more than one-third of learners who had completed at least one of the courses had accessed the course material since completing their course and a further half expected to do so in future. In their comments some learners had reflected on its usefulness as a resource they could "dip into" when the need arose.
  - Almost two-thirds of learners who had completed a course had applied what they had learned in the workplace. Examples include having a better understanding of employment law and workplace issues; being more confident presenting information to management and challenging workplace practices; providing advice and support to colleagues; negotiating with management; carrying out health and safety inspections and risk assessments; arranging courses and training other reps.
  - Almost all those completing a course reported being more motivated to take part in further learning opportunities, with more than two-thirds having done so already. More than one-third had accessed a TUC Education webinar since completing their training.
  - The vast majority of learners were satisfied with their online learning (86 per cent), with almost half claiming to be "very satisfied" overall. The learning environment also achieved high levels of satisfaction with 'ease of registration' (97 per cent); ease of access (89 per cent); and relevance of course content (87 per cent).



- In terms of the specific functionality of the learning environment, learners were generally positive about: the usefulness of the resources (82 per cent “agreeing”), the way the materials were presented online (80 per cent “agreeing”); the level the material was pitched at (79 per cent “agreeing”); and the usefulness of the quizzes in supporting learning (75 per cent “agreeing”). Relatively few reported difficulties finding their way around the online environment (17 per cent) and the majority (72 per cent “agreeing”) that they enjoyed using the system.
- Unsurprisingly, the system scored less well for personal interaction: almost two-fifths would have liked face-to-face contact with a tutor or classmates and only a minority 28 per cent got help and support from others on the course. Lack of interaction with peers and tutors was the most frequently mentioned disadvantage of online learning with opportunities for social interaction featuring prominently among suggestions for improvement to the system. These improvements included support for live chat and/or discussion forums to facilitate peer-to-peer support, as well as providing access to tutors and technical or administrative help. The feedback suggests that respondents had not made full use of the discussion forums that underpin each section of the course. Early versions of the courses had contained soft prompts suggesting that learners visit the discussion forums; these have subsequently been replaced by instructions asking learners to post questions or comments in the forum. Furthermore, the discussion forums are now moderated daily by TUC Education staff. These enhancements should help to embed discussion forums into the learning experience and promote greater connectivity between learners.
- More than one-in-ten learners were concerned about learning online before the course. These concerns were largely around having time to complete the course and staying motivated; confidence in using computers generally and navigating the specific system; and not having anyone to discuss course content with if they needed clarification. Problems staying motivated to complete the course and lack of accreditation and certification were also raised as barriers to online learning. Some learners wanted certification to prove to employers that they had completed the training. A system of automated digital badging is due to be implemented shortly which will provide learners with evidence that they have passed a quiz at the end of the course. The online courses are not accredited by NOCN but are designed around the same curriculum and learning aims as tutor delivered courses.
- More than a quarter of learners with low level IT skills reported technical problems accessing the online learning environment. These included, among other things, problems logging on and passwords not working, issues finding their way around the system and downloading video or worksheets or attaching documents. To some extent these may reflect broadband access, where they choose to study and, in particular, the existence of firewalls preventing access to some material. Unresolved, however, these issues could present a significant barrier to reps accessing online learning.
- While attitudes to online learning are largely positive, this is generally as part of a blended approach. As sole methods, classroom is as popular as online in terms of individuals’ preferred approach. The percentage of learners preferring online only is highest among shift workers, people with no or low-level qualifications and full-time workers.

- Flexibility is seen as a key benefit of online learning. When asked to identify, the most important benefit of online learning, learners were most likely to identify “the ability to study at a time convenient to me” and the “ability to study at my own pace”. These results are consistent with learners most commonly choosing to study online due to “difficulty finding time for training due to workload during working time” and “working patterns”.
- Overall, almost three-quarters of learners undertook at least some of their learning in their own time, with almost half learning exclusively at home. One-quarter of learners undertook training exclusively in work’s time. More than half (56 per cent) of learners had asked their employer for facility time to enable them to undertake the training; with permission being granted in most cases (81 per cent).
- More than two-fifths of learners reported that their employers had provided access to equipment or facilities to help them study. This was most commonly a PC or laptop or internet connection.
- Almost one-quarter of learners had received support from their union to help them access their online learning. This was most frequently advice or guidance about what courses to access and negotiating facility time. More than half of learners were satisfied with the support they had received from their union. When asked what more unions could do to support learners the responses suggest more of the same: more information about the opportunities available; helping to negotiate facility time; and supporting thematic groups so learners can share their experiences.

# 1. Background and introduction

## 1.1. UnionlearnTOOL

TUC Education has secured around £1m from the Ufl Charitable Trust to enhance and extend its online learning offer to union reps through the unionlearn Transforming Open Online Learning (unionlearnTOOL) project.

The funding is being used to move from a tutor-supported, timetable-bound delivery model to tailored, self-directed learning modules. The modules will use the latest learning and multi-media technologies to deliver redrafted content which supports learning without the need for tutor intervention and use of discussion forums to encourage collaborative learning. The new model of online learning brings the offer more in line with that available elsewhere, offering a truly flexible learning resource.

Online learning is likely to play a greater role in TUC Education's offer in future reflecting budgetary pressures, increased demand for flexible provision, and the opportunities afforded by the emergence of innovative learning technologies.

## 1.2. Purpose of the survey

This survey is the second and final output from the evaluation strand of the project. The questionnaire was designed to gather feedback on learners' experience of undertaking the courses and, in particular, the outcomes arising from this.

## 1.3. Methodology

The survey was carried out online using the survey management software, Snap. Email invitations were sent on the 21 November 2017 with reminders issued on the 28 November and 4 December. The survey closed on 10 December. Thirty-nine emails bounced back from the original mail out and 210 chose to opt out of the survey or emailed the administrator to explain that they did not feel it was relevant to them.

Of the 288 completed and partial responses received, 77 were discounted because they either:

- did not provide details of the learning they had undertaken (10 responses).
- had not started or completed any of the three revised online training courses (67 respondents) including 40 that had started or completed a webinar only.

Thus, 'eligible' responses are solely from learners with direct experience of using the revised online learning courses. Within these responses, 178 were complete; that is, the respondent answered all or nearly all questions and submitted their responses as directed at the end of the survey. A further 33 partially completed questionnaires were automatically saved by the system and have been included in the analysis.

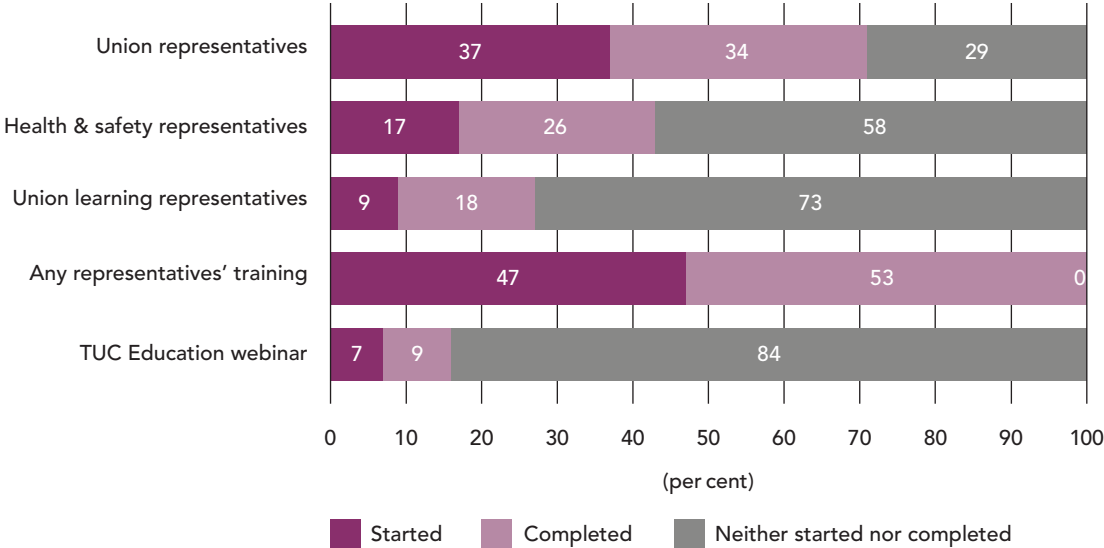
Among eligible responses, slightly more than half (53 per cent or 110 respondents) had completed at least one of the reps' courses and slightly less than half (47 per cent or 100 respondents) had started at least one of these courses (Figure 1). In summary:

- The Union Representatives One course was the most popular with 71 completions and 78 starts.
- Fifty-four respondents had completed the Health and Safety Representatives One course with a further 25 respondents starting it.
- Thirty-eight respondents had completed the Union Learning Representatives One course with a further 18 starting it.
- Nineteen respondents had completed a TUC Education webinar and 14 had started watching one.

These numbers are consistent with the scheduling of the revisions with the Union Representatives One course being offered to learners for the longest period.



**Figure 1: Which of the following online courses have you started and/or completed?**



Base: All eligible responses (211)

## 2. Survey respondents

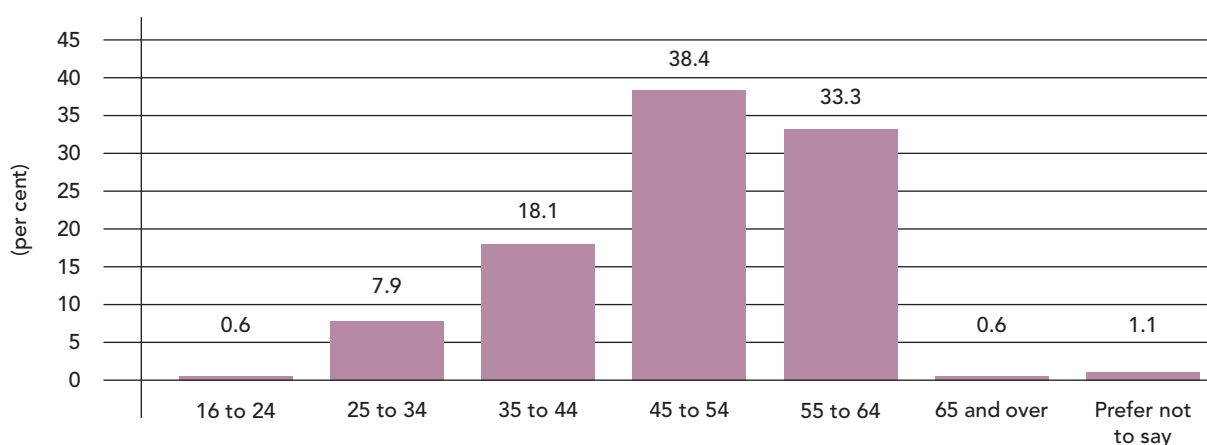
### 2.1. Demographic characteristics

The survey captured information about respondents' demographic and other characteristics. Firstly, this provided the means to compare the attitudes and experiences of different groups within the population (for example, those whose first language is not English, or who work shifts). And secondly, to establish the extent to which the profile of respondents is representative of the population from which they are drawn.

The broad demographic characteristics of respondents is such that:

- Men (57 per cent) accounted for a greater share of respondents than women (43 per cent). This is in contrast to the greater proportion of women (55 per cent) than men (44 per cent) among union members generally<sup>1</sup>.
- The majority of respondents (72 per cent) were aged between 45 and 64, with relatively few younger (27 per cent) and older (1 per cent) people. Compared to union members as a whole, survey respondents were considerably less likely to be aged between 16 and 34 (9 per cent compared to 23 per cent) and considerably more likely to be aged 35 and over (92 per cent compared to 77 per cent).
- Four-fifths (85 per cent) of respondents who answered the ethnic origin question described themselves as "White British" with "White other" (4 per cent) comprising the second largest group. The share of respondents from an ethnic minority background (10 per cent) mirrors that of union membership (10 per cent).
- Five per cent of respondents did not speak English as their first language.
- One-quarter (26 per cent) of respondents had a disability. This is a greater share than is found among union members as a whole (16 per cent).

**Figure 2: How old were you on your last birthday?**



Base: 177 respondents

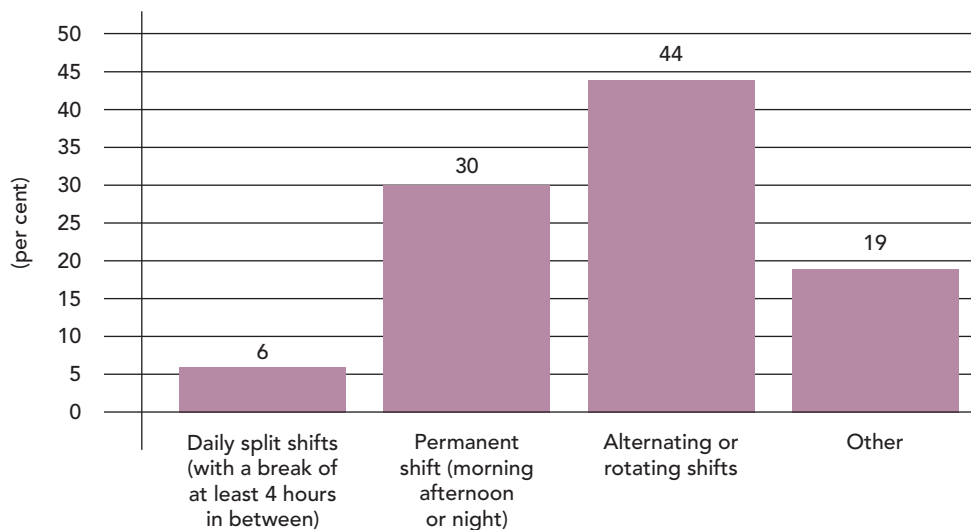
## 2.2. Employment characteristics

The vast majority of eligible respondents were in employment (97 per cent): most commonly as employees (95 per cent) but also a small number of self-employed freelancers (2 per cent). The remainder were either unemployed (2 per cent) or not in work and not looking for work (ie “economically inactive” (1 per cent). Among employees, most were working full time (89 per cent), with most 86 per cent on a permanent contract. Part-time workers accounted for 8 per cent of employees. By comparison, 78 per cent of union members work full-time.

A significant minority of respondents worked shifts in their job (38 per cent), many “most of the time” (30 per cent). The majority, however, “never” worked shifts (62 per cent). The most common working patterns among shift workers were “alternating or rotating shifts” (44 per cent) and “permanent shifts” (30 per cent).

1 Trade union statistics 2016, ONS. <https://www.gov.uk/government/statistics/trade-union-statistics-2016>

**Figure 3: Do you work shift work in your job?**



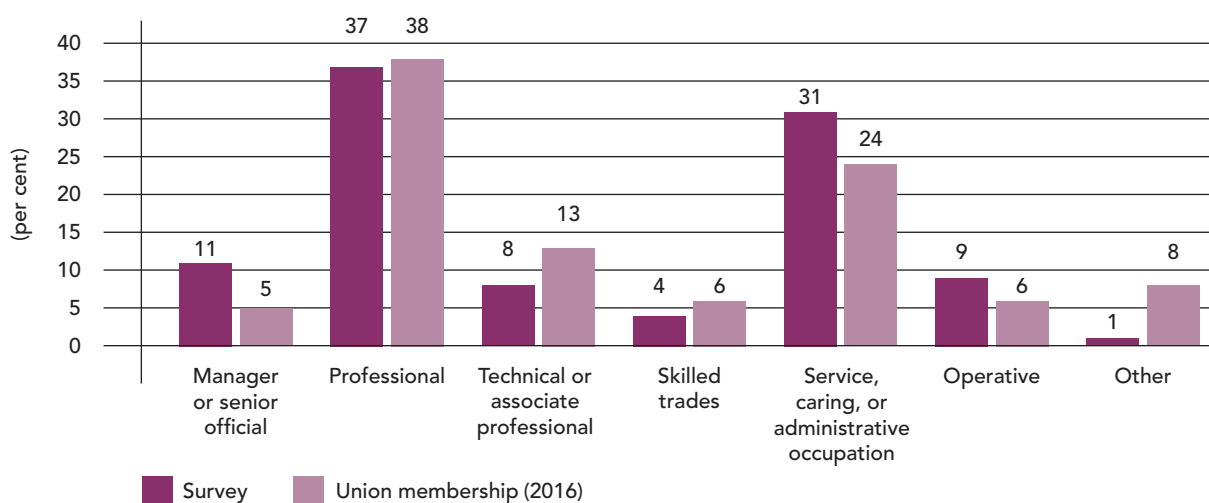
Base: All respondents working shifts (63)



Compared to union membership as a whole, respondents were more likely to be working in managerial, operative or service, caring or administrative occupations (Figure 4).

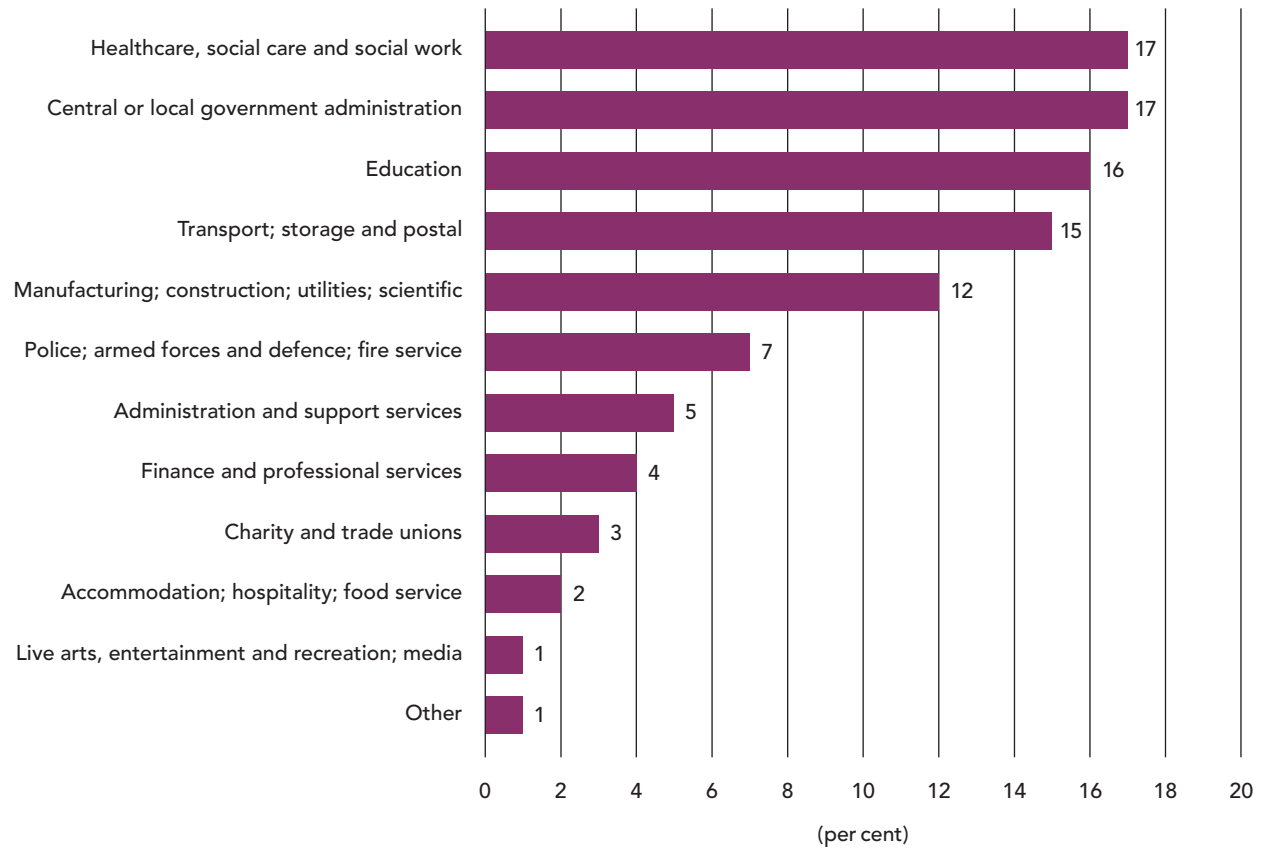
Public services featured prominently among the industry sectors that respondents reported working in: with healthcare, social care and social work; central or local government administration; and education together accounting for half of responses.

**Figure 4: Occupation**



Base: 172 respondents

**Figure 5: Industry**



Base: 172 respondents

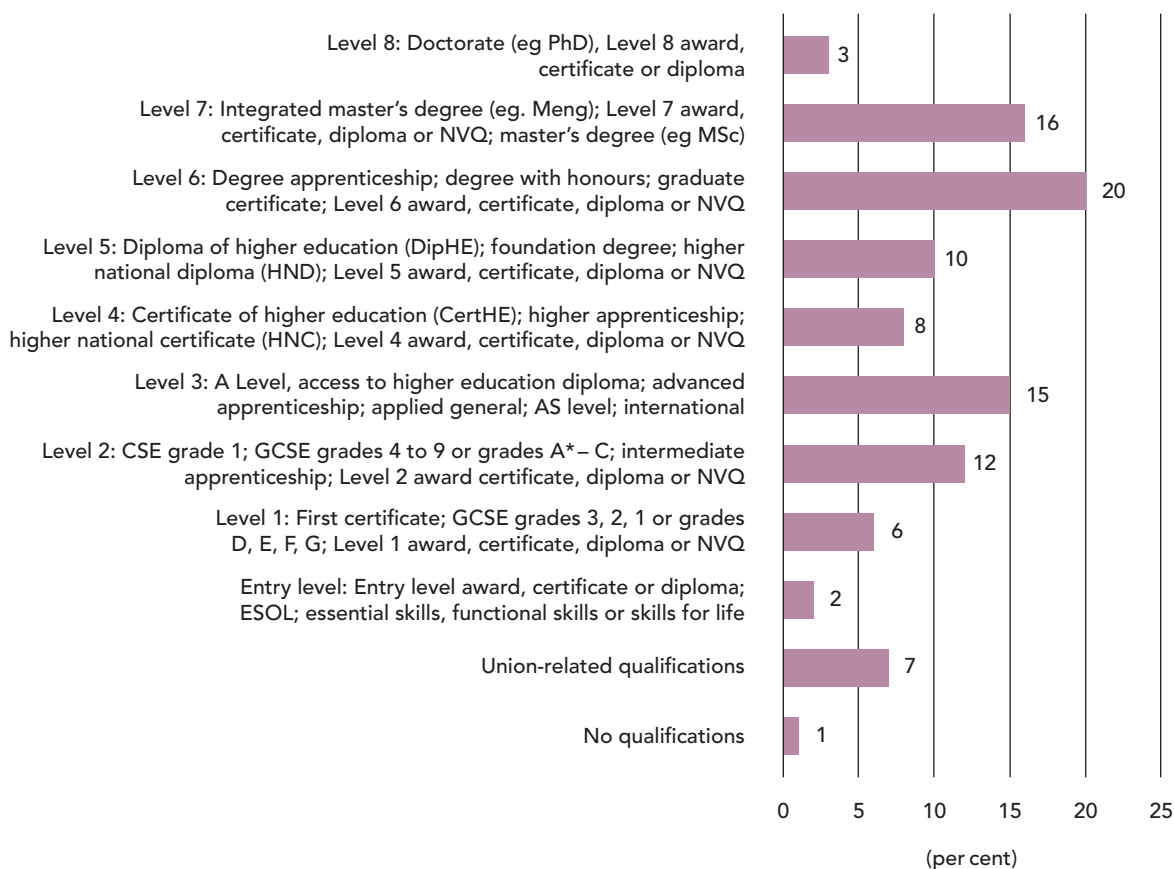
### 2.3. Education and skills

Learners accessing the materials were generally highly qualified, with 57 per cent holding a qualification at Level 4 or above (compared to 43 per cent of union members). At the same time, very few learners did not hold any qualifications at all (1 per cent). This compares to 3 per cent across all union members.

Learners were asked to rate their competence using four different information communication technologies on a scale from 1 to 7, where 1 indicated no competence and 7 indicated a high level of competence (Figure 7).

The majority of learners were comfortable using word processing packages, sending and receiving email and using web browsers, with just 6 per cent rating their skills at 3 or below in at least one of these key areas. Relatively few learners, however, had a high degree of competence in coding web pages.

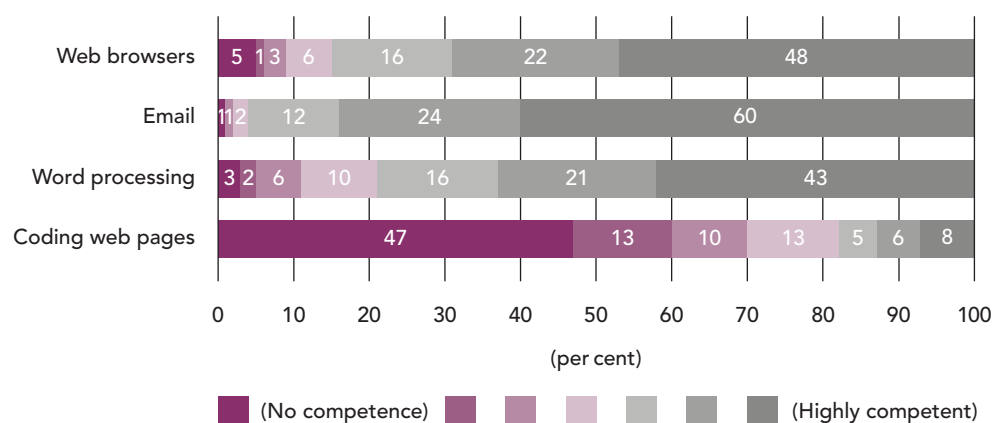
**Figure 6: What is your highest level of qualification?**



Base: All eligible responses (177)



**Figure 7: How would you rate your competence in using the following technologies?**



Base: All starting or completing reps training (174)

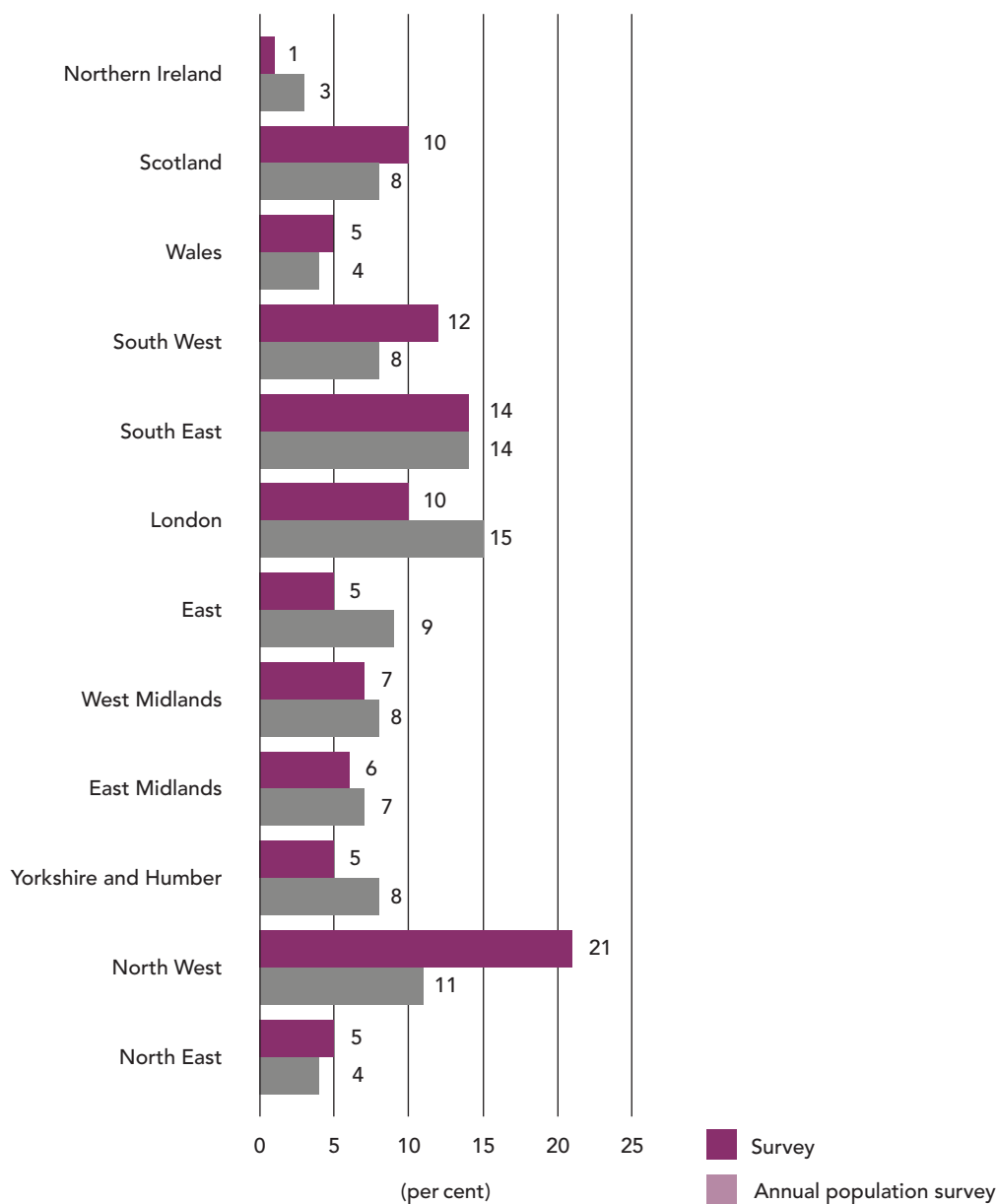


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### 2.3. Region of residence

The profile of respondents across UK regions is broadly reflective of the distribution of the employed population as a whole but with an over-representation of respondents from the North West and to a lesser extent, the South West, Scotland and North East.

**Figure 8: In which region do you live?**



Base: 177 respondents



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# 3. Attitudes to online learning

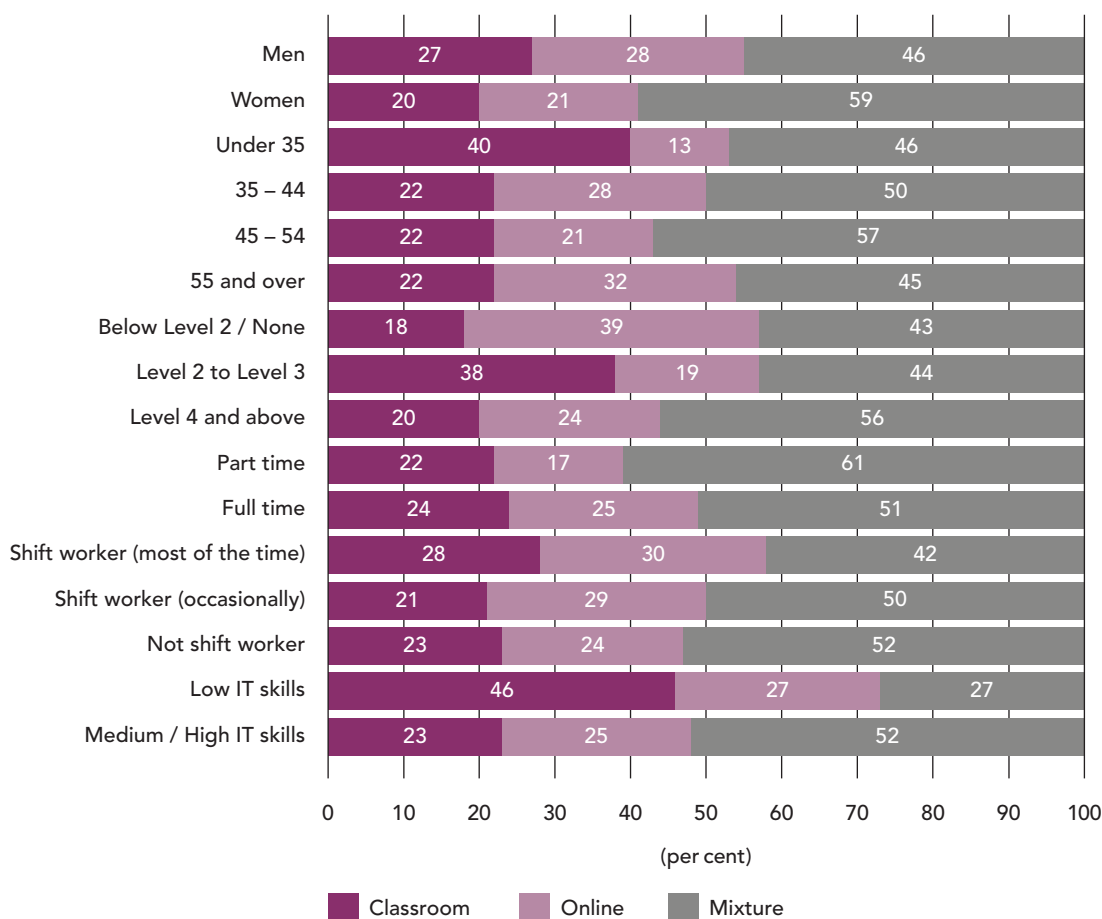
## 3.1. Preferred learning approach

All respondents were asked whether they preferred classroom-based learning, online learning or a mixture of the two (blended learning). Blended learning was the most popular option, receiving half of responses (50 per cent), with the remainder equally split between classroom (25 per cent) and online learning with (25 per cent). Blended learning was the preferred approach across most learner characteristics: for example, gender, age, working pattern and qualification although those with low-level IT skills were, unsurprisingly, more likely to favour a classroom-based course only (46 per cent) (Figure 9).

Attitudes to online learning as a sole approach to learning were most favourable among:

- men (28 per cent)
- those aged 55 and over (32 per cent)
- people working shift work most of the time (30 per cent) or occasionally (29 per cent)
- learners with no or low-level qualifications (39 per cent).
- full-time workers (25 per cent).

**Figure 9: Preferred learning style by selected respondent characteristic**



Base: All completed or started reps training

### 3.2. Factors in decision to learn online

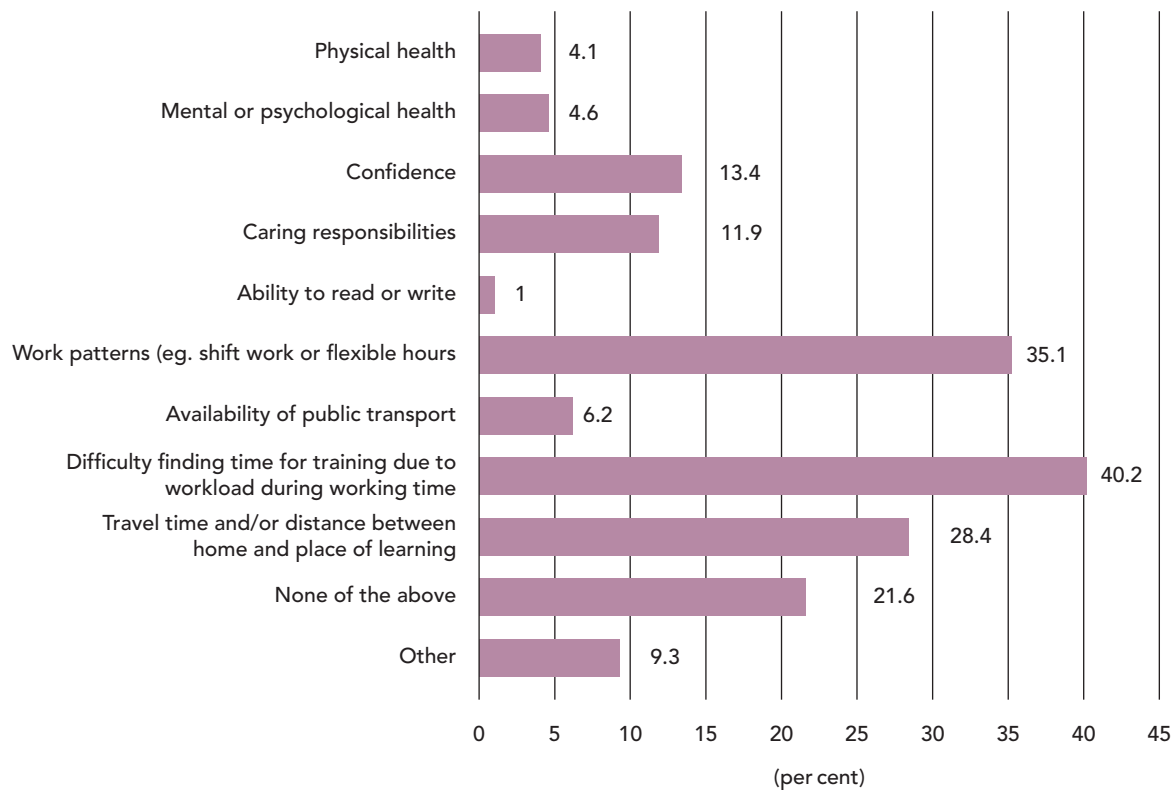
While most learners had accessed online learning provision before (60 per cent), the union reps' courses were respondents' first experience of online learning in 39 per cent of cases.

When asked whether a series of factors influenced their decision to learn online, learners were most likely to cite "difficulty finding time for training due to workload during working time" (40 per cent) and "working patterns" (35 per cent). In addition, "travel times and/or distance between home and place of learning" was a factor for 28 per cent of learners.

Learners were also asked which, if any, benefits of online learning were most important to them. While almost one-in-ten (9 per cent) did not identify any benefits because their course was not available any other way, learners were most likely to cite that they were able to:

- study at a time convenient to me (39 per cent)
- study at my own pace (28 per cent)
- start the course straight away (14 per cent)
- study at a location convenient to me (11 per cent).

**Figure 10: Were any of the following a factor in influencing your decision to learn online?**



Base: 194 responses

### 3.3. Employer support for learning

More than half (56 per cent) of learners had asked their employer for facility time to enable them to undertake the training. Encouragingly, in most cases where this had been sought (81 per cent) permission was granted; and as a result, more than half (51 per cent) of these learners had accessed the online learning solely in employer's time, with a further 44 per cent accessing it in works' and own time<sup>2</sup>.

Generally, respondents felt that their employer did not differentiate between learning methods when deciding whether or not to grant facility time (37 per cent). However, a similar proportion (30 per cent) felt that, on balance, their employer more likely to grant facility time for online learning; and 17 per cent less likely to do so. More than one in six (16 per cent) did not know whether their employer would be more or less likely to grant facility time for online learning than an equivalent classroom based course.

In those few instances where facility time had been sought but denied, learners were most likely to learn in their own time (82 per cent) but with a small number, nevertheless, learning at work and at home (18 per cent).

*"My home facility is limited. For heavy files I'm dependent on the connection at work or the public library. My boss generously approved a weekly day off for five weeks. The rest of the training online which I'm doing erratically on 'my' own time but could not do it without using a machine at work. Once I had to listen to a video and used a separate room at work which has headphones; this too was late evening. (Today is a Saturday and I've come in to print work papers because yesterday I'd spent nearly 150 mins including lunch break to post notices for a pensions campaign. I'm taking some time out from my work catch-up to complete this survey which closes soon.)"*

Two-thirds (68 per cent) of learners who did not ask their employer for facility time undertook their learning in their own time only although a further 20 per cent had accessed the learning at home and at work.

Overall, most learners (74 per cent) undertook at least some of their learning in their own time with almost half (46 per cent), exclusively so. By contrast, only one-quarter (26 per cent) of learners had undertaken their online learning solely in work's time.

Employers also supported learners by providing access to equipment or facilities. More than two-fifths (44 per cent) of respondents had used equipment or facilities provided by their employer to undertake their training. This was most commonly:

- PC or laptop (43 per cent)
- internet connection (19 per cent)
- printer (10 per cent)
- training room or facility (5 per cent)
- smartphone or tablet (3 per cent)

Some respondents reported problems accessing the learning resources at work due to computers "too slow to run graphics" or restrictions around firewalls.

### 3.4. Union support for learning

Almost one-quarter (23 per cent) of learners received support from their union to help them access their online learning. This was most frequently "advice" and/or "guidance" about what courses to access and negotiating facility time for learning but also "moral support" and providing access to computers and facilitating tutor feedback.

Learners were also asked what their union could have done to improve their online learning. Where suggestions were made, these were most often about:



- providing information about the learning opportunities available
- negotiating facility time to study
- supporting thematic groups (eg health and safety groups), so learners can “hear and learn from others’ experiences) and convene learner groups in advance of course
- make more courses available
- provide internet access and quiet space to learn
- print reading material to save printing at home
- organise accreditation.

In addition, two specific comments were:

*“GMB is reluctant to consider online or blended learning or accept training outside of its own courses which are not suitable for me so any accommodation they could be encouraged to offer would be great!”*

*“I don’t see this as a union problem. They’re all overstretched on my site which is big and though the density isn’t as high as we’d like, we still have a large membership. I took the initiative to take the LESE course and its online component “happened”. I hope TUC isn’t going to use this survey as an excuse to replace training by a trainer by online-only. The questions are beginning to arouse my suspicions.”*

### 3.5. Disadvantages of online learning

Most learners (85 per cent) did not have any concerns about online learning before they started the union reps’ course(s). The minority (11 per cent) that were concerned highlighted a range of issues including: having the time to complete the course and staying motivated; confidence in using computers generally and navigating the specific system; and not having anyone to discuss the course content with if they need clarification.

Learners were also invited to highlight what they perceived to be the main disadvantages of online learning. Perhaps unsurprisingly, respondents most frequently mentioned lack of interaction with peers and tutors with the following two comments typical of those expressed by others:

*“Lack of interaction between course participations. For me the interaction is one of the most important aspects of any training”.*

*“Not getting the opportunity to meet (other than virtually) with other participants and have the social/networking aspect that face to face courses have. We are all accessing the course at different times so harder to build up the community. Also, not having access to the tutor for real time discussion or feedback”.*

The lack of interaction had led one learner to feedback: “I’m new to union work and feel quite isolated”. Learners appreciated the opportunity to ask questions and get feedback on their learning. Problems staying “motivated”, “disciplined” or “focused” were also mentioned. Lack of “certification to prove to employer that I had completed the course” was also an issue for some although the issuing of digital badges should help to overcome this in future.

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2 Few learners who had been granted time to learn at work (6 per cent) had undertaken the training at home.

# 4. User experience

## 4.1. Technology and location

The vast majority (91 per cent) of respondents accessed their learning on a personal computer, workstation or laptop. One-fifth had used a tablet or iPad and more than one-tenth (11 per cent) had used a smart phone.

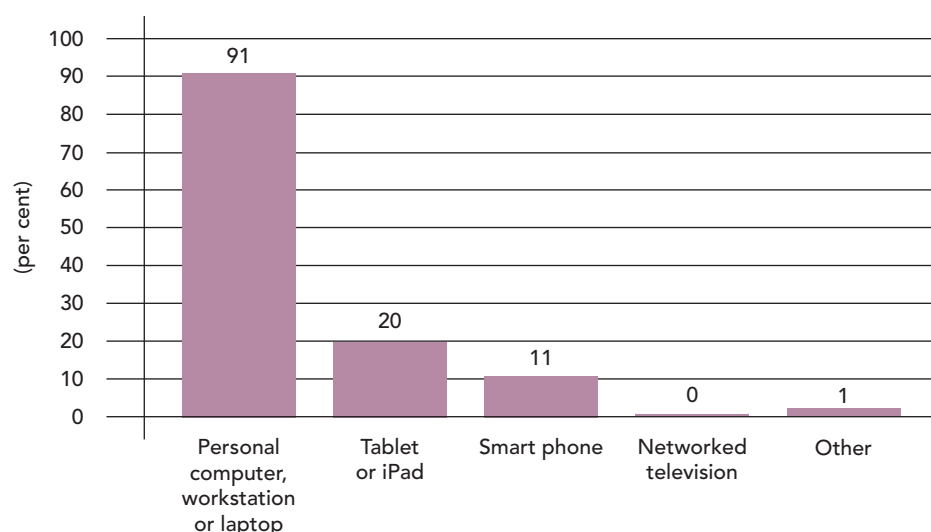
Almost all learners had accessed their course at home (93 per cent) with almost two-thirds doing so "often". More than four-fifths (82 per cent) had accessed the course at work, two-fifths "often". Relatively, few learners (17 per cent) had accessed their learning at a learning centre.

## 4.2. Technical issues

Fifteen per cent of learners reported technical problems accessing the online learning, although this figure was higher (27 per cent) among learners with low IT skills. Issues included:

- problems navigating to, and finding their way, around the platform
- issues logging on and passwords not working
- being 'kicked off' system
- saving work
- downloading worksheets or attaching documents
- inability to access certain files
- some pages not loading (eg videos)
- broken links
- lack of space in field
- slow download speeds and server not accessible at peak time
- sections not showing as completed

**Figure 11: What technologies did you use to access your online learning?**



Base: 193 respondents

### 4.3. Learner experience

Users were generally positive about their experience of using the online learning materials. For example, the vast majority agreed that:

- They liked the way the materials were presented online (22 per cent “strongly agreeing”).
- The quizzes were useful in checking learning (21 per cent “strongly agreeing”).
- The resources available on the online environment were useful (21 per cent “strongly agreeing”).
- The material was pitched at the right level (17 per cent “strongly agreeing”).
- They had enjoyed using the online environment (17 per cent “strongly agreeing”).

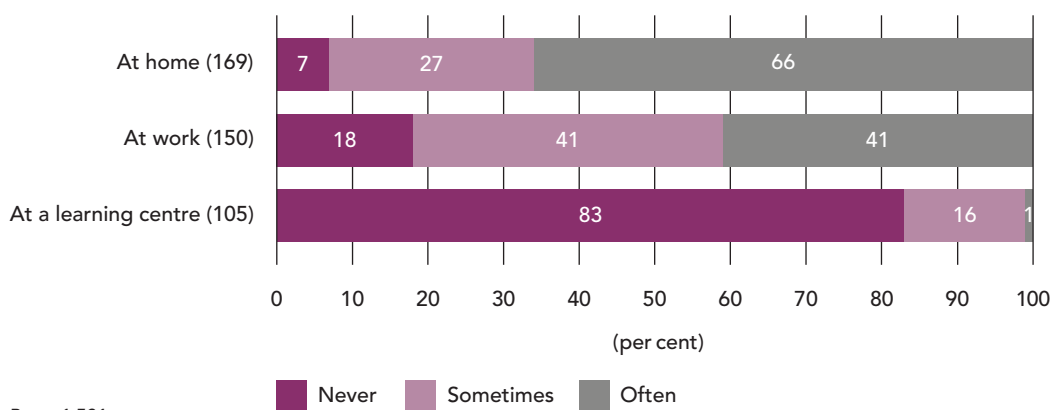
Furthermore, only a relatively small number agreed that they “found it difficult finding their way around the online environment” (17 per cent). The online environment scored less well for personal interaction: 39 per cent agreed that they would have liked to have had “face-to-face contact with their tutor and classmates” and 31 per cent disagreed that they got help and support from others on the course.

Overall, the majority of learners were satisfied with their learning:

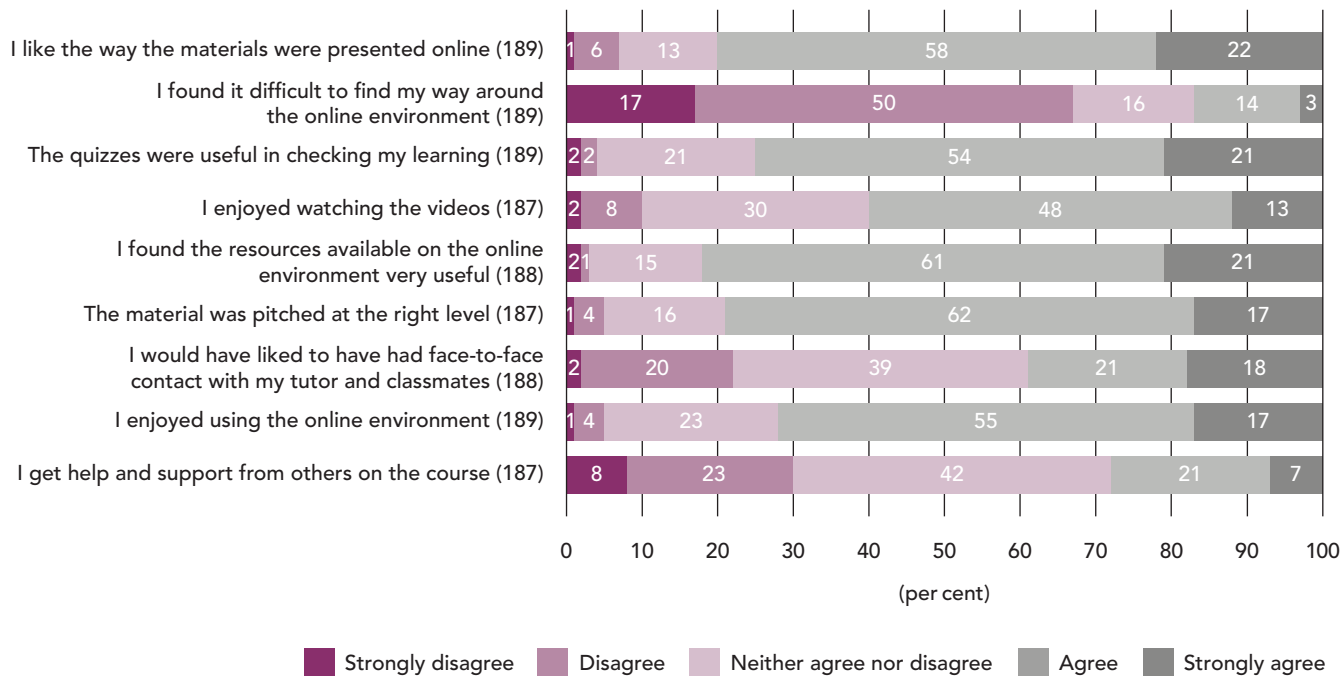
- ease of registration (97 per cent)
- ease of access (89 per cent)
- relevance of course content (87 per cent)
- learning overall (86 per cent).

However, only half (53 per cent) were satisfied with the support they received from their union.

**Figure 12: Did you access your online learning?**

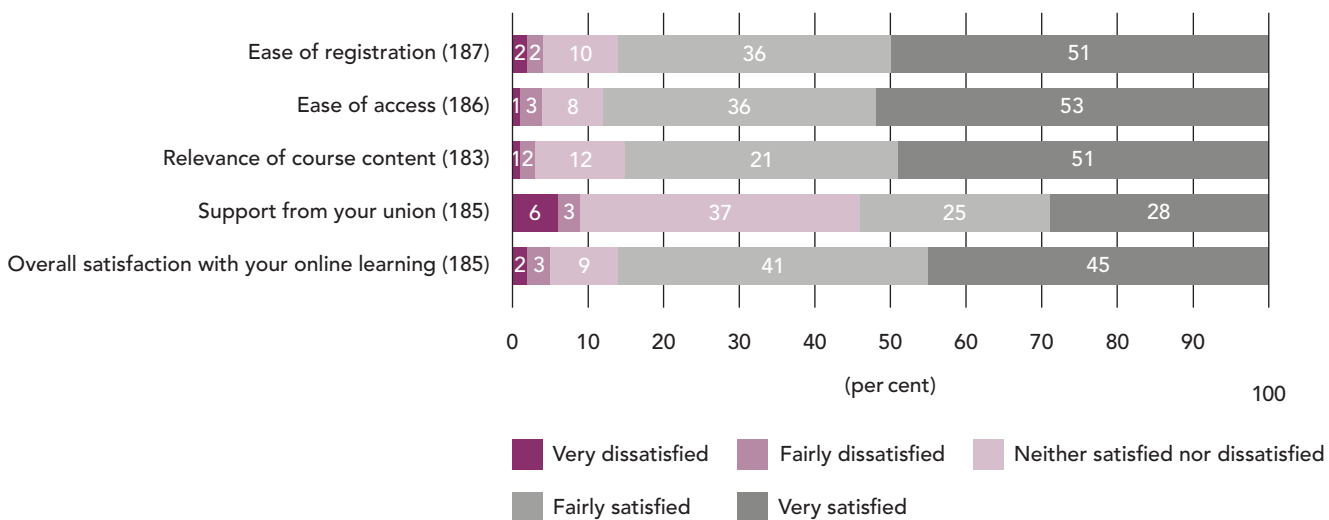


**Figure 13: To what extent do you agree or disagree with the following statements**



Base: All respondents accessing

**Figure 14: How satisfied or dissatisfied are you with the following aspects of your online learning?**



Base: All respondents



Learners were asked an open-ended question about what they liked about their online learning experience. The largest group of comments were around “flexibility”, “accessibility” and “convenience”, although it was not always clear in what context these were considered. Where more elaborated responses were provided these were often about “learning at own pace”, learning “when” and “where” they wanted to. Comments in this regard included:

*“Due to the nature of my role I am unable to access online learning at set times, so being able to access my course at any time is ideal.”*

*“I can do it in my own time. I live in the middle of Wales, so getting about is difficult – it took three hours to get to work.”*

*“I could choose which areas I wanted to cover and when and ask questions as they came up.”*

*“I could go at my own pace taking time to go and find other solutions / help online and go straight back to my learning.”*

*“It’s the convenience of learning when and where suits you. They are also great as refresher training for established reps.”*

*“Quick and easy to carry out refresher training before attempting to get facilities time to do the next stage.”*

*“The general flow of the course and the fact you can always log back in and access certain parts of the course to go over anything again as and when required.”*

*“The pace and the immediate access to resources and online researching while studying.”*

*“The ease of access, living in a remote location travelling distances are normally long and difficult, having access when I was free at work to continue on the course was brilliant.”*

Learners also commented on the course content:

*“The materials are excellent. When I complained about an error / misrepresentation in the text, it was corrected quickly. The printed material, of course, retains the misrepresentation (but I hope the next print run is corrected). The steps move smoothly. The designer has found a very good way to replicate the classroom method of step-by-step instruction. The L-R arrows, testing, and elaboration of the right answer are all cleverly done and work very well. Overall it’s a lovely learning site.”*

*“The resources were better than imagined.”*

*“Variety of tasks and access to other resources such as the eNotes.”*

*“Very good material.”*

And the usability of the interface:

*“Words broken up into easy to read manageable chunks with accompanying pictures to ease the strain of a block of dull text”*

*“Easy to see how far through the course I have progressed.”*

*“Good user interface, easy to navigate.”*

*“I really like the graphic design of the course.”*

Others lauded the experience itself:

*“A quick and satisfying method of learning.”*

#### 4.4. Suggestions for improvements

Most respondents offered suggestions for improvements, with opportunities for interaction with peers, technical support and tutors mentioned most frequently. Some of the concerns raised, however, (for example, with respect to certification and discussion forums) have already been addressed through improvements to later versions of the courses.

*"As I said before a better access to online help and mentoring forum to find answers quicker and finding the correct sites to get the answers."*

*"Post a trainer at the other end for a quick 'live chat' as in the trains, electricity supplier, etc. I know this isn't feasible because the TUC can hardly sub-contract it to India or someplace and train them in UK employment law and TU practice. (Once a Bangalore support worker solved a train reservation problem and saved me money in the bargain. He must have been trained very well). 2. Make it easier and uniform to get to. Maybe it's just me but every time I log on I feel I've pulled off a feat."*

*"A more accessible help desk for problems, which is signposted more visibly."*

*"Develop a blog or discussion board area to share experiences."*

*"Greater emphasis on discussion groups."*

*"Maybe live chat where there is interactive support and live discussion especially needed when access to the forum is suggested."*

Comments about content largely reflect an appetite for more courses, and in existing modules, more example scenarios and interactive context (for example, quizzes). Accreditation and certification was an issue for some:

*"Certification available to download on completion of course. At present, I cannot prove I have completed a course except by printing off learning outcomes which is most*

*unsatisfactory to me and my employer. A simple A4, downloadable certificate like those from Acas could be automatically generated. Please check all videos have transcripts – we are not all able to use headphones or watch videos easily and some transcripts are missing."*

*"No accreditation: I expected accreditation and a certificate. It seems the courses are pointless without this and I would still have to complete a classroom-based course to be accredited."*

*"Once you complete the course, recognition should be given if the attained standard has been achieved. I don't think waiting for closing dates is desirable."*

A few learners highlighted design considerations with one suggesting, "Simple tutorials; hints and tips". Other recommendations included:

- making it more obvious when a task was completed
- easier to upload documents
- prompts to save work regularly
- automatic return to point learners ended previous session.

Others felt there needs to be more information and/or advice about the course, how you access it and signposting to other opportunities:

*"A better explanation of how to access the course and more information on sending answers."*

*"A 'How to get to the next course' would be useful."*

A small number of respondents showed resistance to online learning:

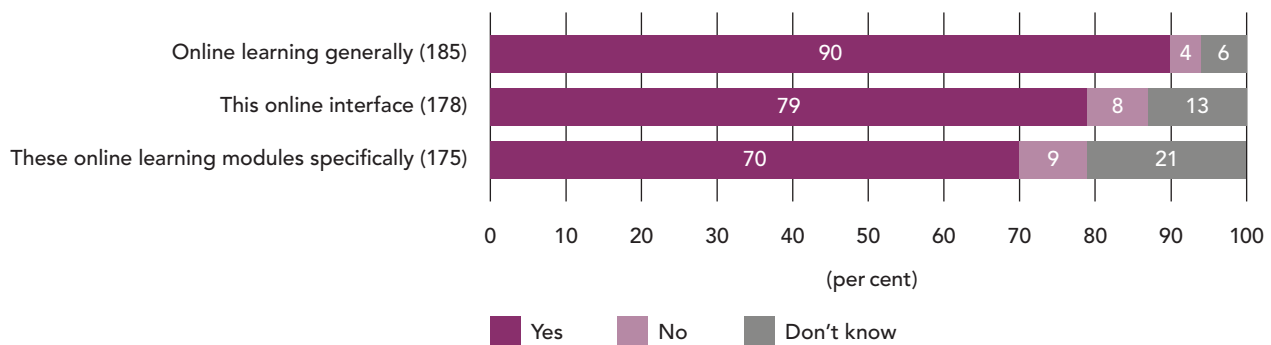
*"It can't be improved – you need to go back to face-to-face courses."*

## 4.5. Recommendation

Most learners with previous experience of online learning environments felt that the TUC Education system compared favourably with those they had used in the past. More than half felt that the TUC Education system was “on par with other online courses” they had experienced and two-fifths (40 per cent) felt it was “better than most other online courses” they had accessed. Five per cent felt it was “worse than most other online courses”.

All learners accessing union reps training were asked if they would recommend online learning to others. The vast majority (90 per cent) responded that they would. Slightly fewer respondents – although still the majority – say that they would recommend the TUC Education online interface (79 per cent) or the online learning modules specifically (70 per cent).

**Figure 15: Would you recommend any of the following online learning to family, friends or colleagues?**



Base: 185 respondents

# 5. Course impacts

All learners who had completed union reps online learning modules were asked a series of questions about the impact of their learning.

## 5.1. Union Representatives One

Figure 16 shows that many online learners were already relatively highly proficient in each of the skills or knowledge areas covered by the course, before they started the module. For example, more than half of respondents completing these courses gave their level of competence or proficiency the highest two grades possible in terms of their:

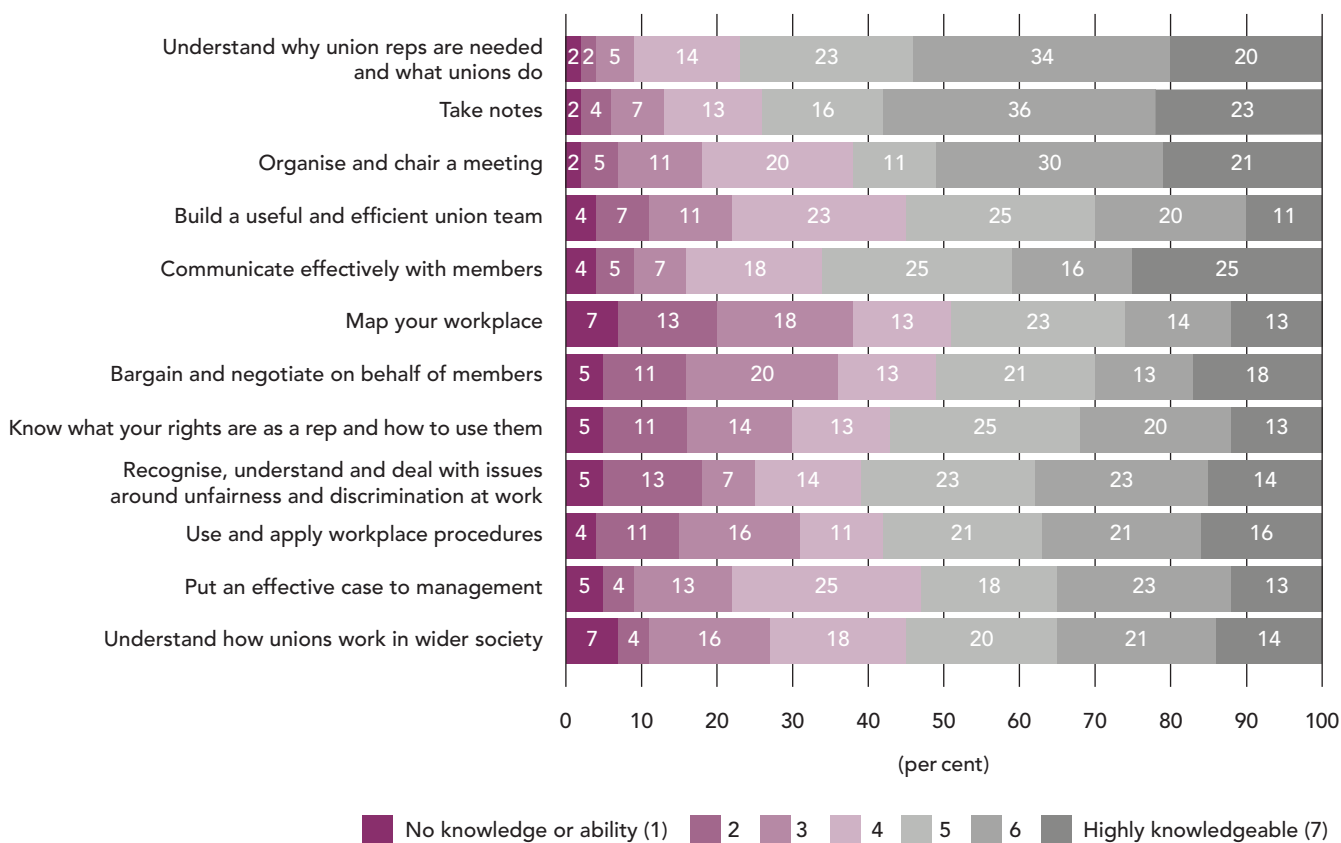
- understanding of why union reps are needed and what they do (54 per cent)

- taking notes (59 per cent)
- organising and chairing a meeting (51 per cent).

Learners were less confident, however, in their ability with respect to the more technical aspects of the role:

- map their workplace (20 per cent giving lowest two grades)
- recognise, understand and deal with issues around unfairness and discrimination at work (18 per cent)
- bargain and negotiate on behalf of members (16 per cent)
- know what your rights are as a rep and how to use them (16 per cent).

**Figure 16: What was your level of competence or proficiency in each of the following areas before you completed the Union Representatives course?**



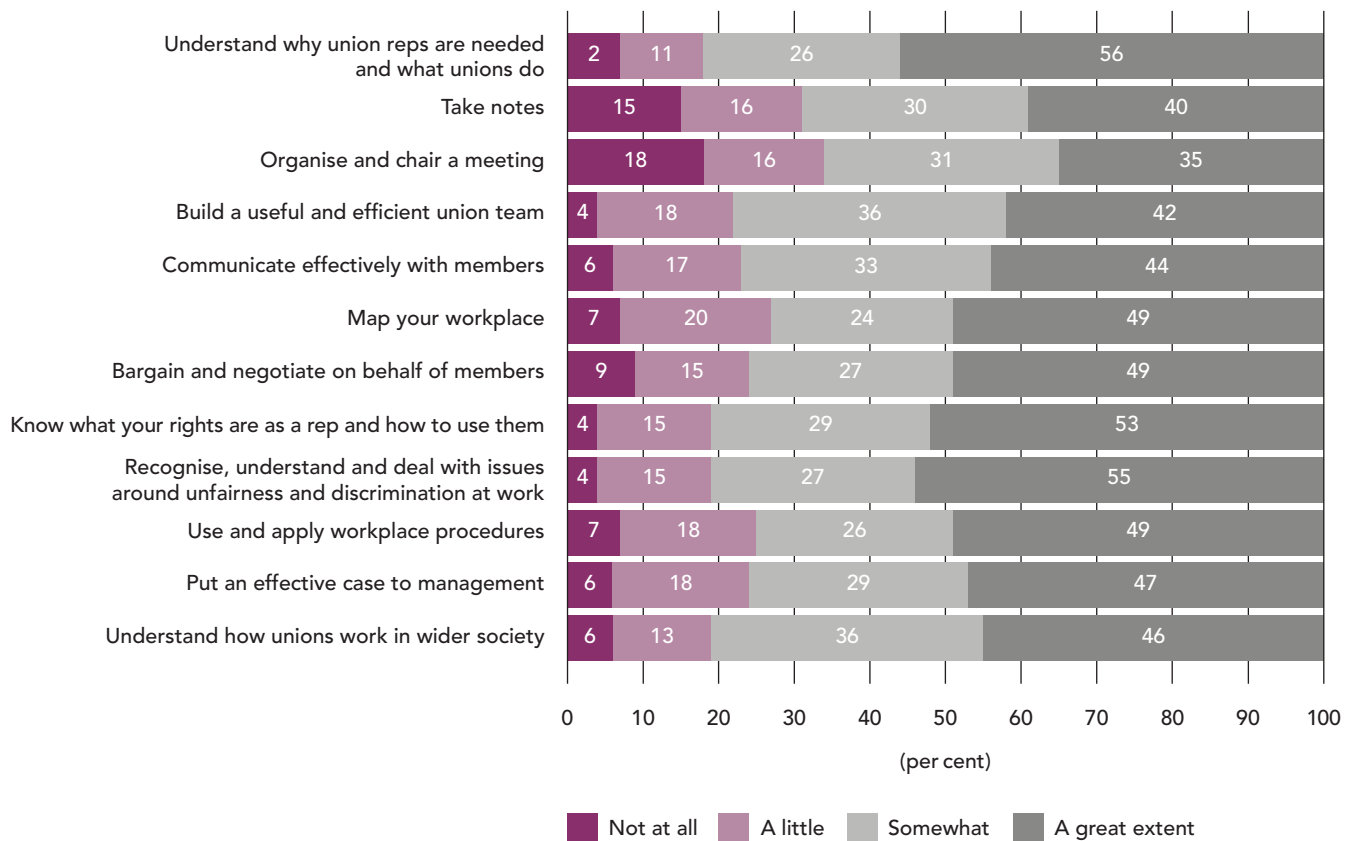
Base: All completing training (56)

The individual scores were aggregated and a mean calculated to allocate learners into three groups:

- low previous ability (with mean score of 2.4 or below). This represented 6 per cent of all learners who had completed this training (consisting of 5 learners).
- medium previous ability (with mean score of 2.5 to 4.7). This comprised 19 learners, or 35 per cent of all those who had completed this training.
- high previous ability (with mean score of 4.8 and over). This was the largest group accounting for 59 per cent of learners who had completed the training (32 learners).

Learners were then asked to rate the extent to which the course helped to improve their competence in each of the knowledge and skill areas. Encouragingly, more than half of learners felt that the course had improved their competence “a great deal” in several areas with most aspects achieving this highest rating among at least 40 per cent of respondents. At the same time, few respondents felt the training had not helped them at all although the course appears least successful in helping learners to “take notes” or “organise and chair a meeting”.

**Figure 17: To what extent has completing the Union Representatives One course helped you to improve your competence or ability in each of these areas?**





Calculating an average progress score across all skills and knowledge areas<sup>3</sup> reveals that two fifths (44 per cent) gave the highest score (at least 3.6 corresponding to 'a great deal'), almost one-third (32 per cent) gave the second highest score (between 2.6 and 3.5, corresponding to "somewhat"), almost one-fifth (19 per cent) gave the second lowest score (between 1.6 and 2.5, corresponding to "a little") and 6 per cent gave the lowest score (1.5 or lower, corresponding to "not at all").

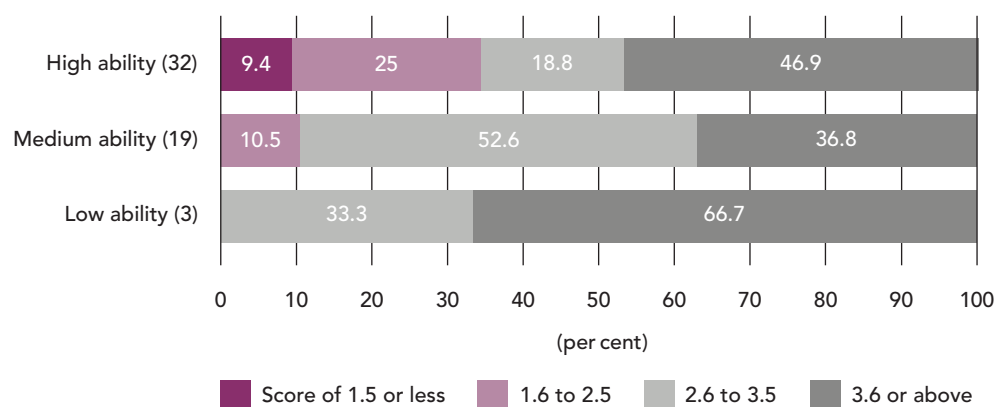
Cross-tabulating these responses with the ability groups described earlier shows that:

- Learners describing their previous ability as low, were most likely to report they had learned "a great deal" with 67 per cent reporting a mean progress score of at least 3.6.

- Encouragingly, even learners who had high levels of knowledge before completing the learning benefited from the experience. Almost half (47 per cent) had a mean progress score of at least 3.6 and a further fifth (19 per cent) had a mean progress score of between 2.6 and 3.5 (corresponding to "somewhat").
- Medium ability learners were most likely (53 per cent) to have a mean progress score in the second highest category ("somewhat") with a further 37 per cent in the highest group ("a great deal").
- Only learners with high previous ability had mean progress scores in the lowest category (ie "not at all"), accounting for 9 per cent of these learners.

3 Where "not at all" is given a value of 1, "a little" a value of 2, "somewhat" a value of "3" and "a great extent" a value of "4".

**Figure 18: Mean progress score by (previous) ability group: percentages**



Base: 54 respondents

## 5.2. Health and Safety Representatives One

Learners who had completed the new Health and Safety Representatives One course online were asked a similar set of questions about their previous level of knowledge and skills and the extent to which the course helped them to improve this. Of all the areas included learners were most likely to rate their ability to “use control measures and reduce risks” (46 per cent) and to “carry a risk assessment” (44 per cent) highly. Learners were least confident in their ability to:

- negotiate with management following an inspection (23 per cent graded “1 or 2”)
- understand the law, regulations and standards that are relevant (22 per cent)
- inspect your workplace after an incident (21 per cent)
- apply the law to workplace situations (21 per cent)
- map your workplace and use the information you have gained (20 per cent)
- carry out a risk assessment (20 per cent).

As with the Union Representatives One course previously, mean ability scores were calculated and learners allocated to one of three groups:

- low previous ability (18 per cent of learners who had completed this training, 7 respondents)
- medium previous ability (31 per cent of learners, 12 respondents)
- high previous ability (51 per cent of learners, 20 respondents).

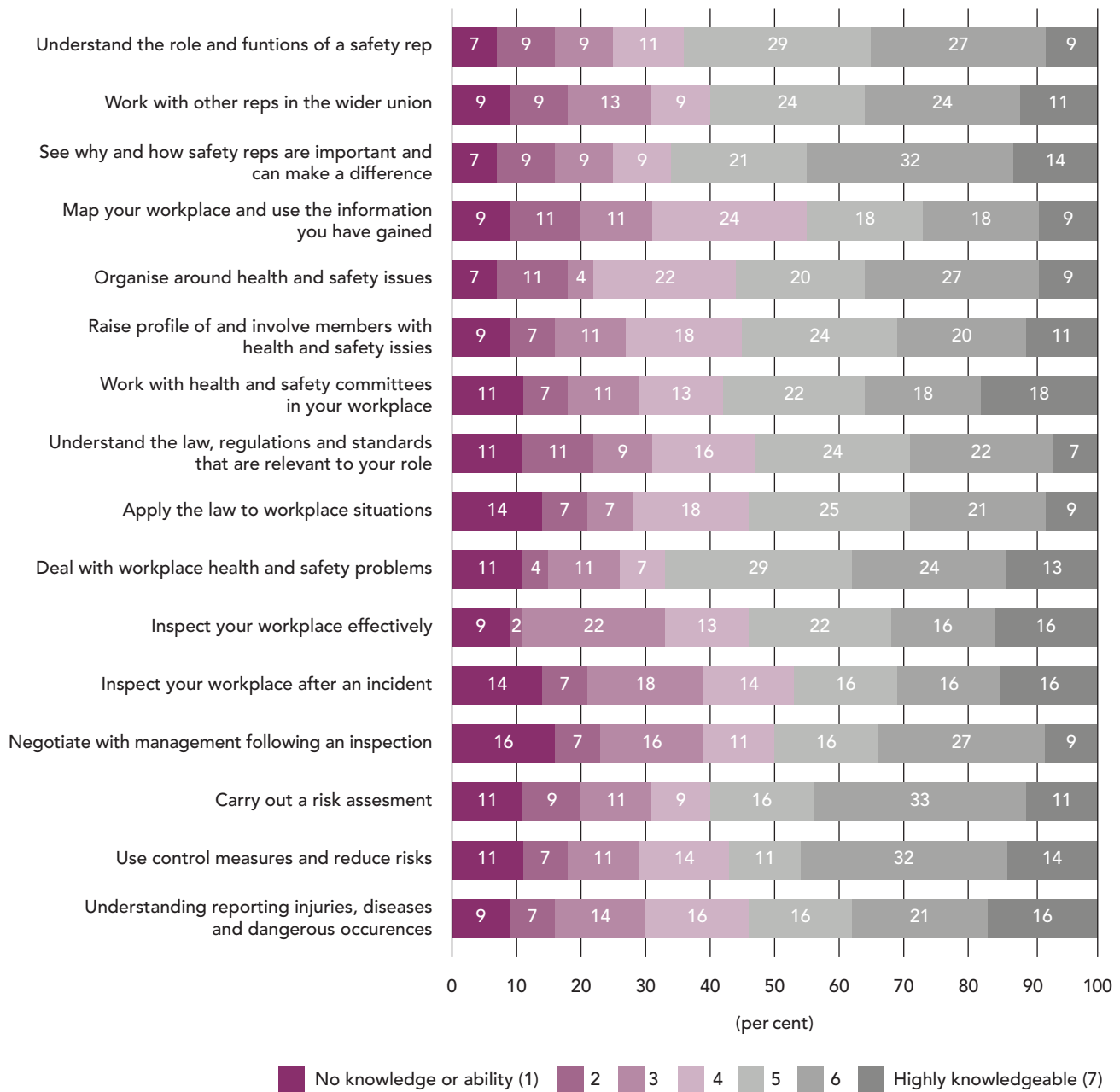
Again, a high percentage of learners reported that they had learned “a great extent” across each of the knowledge and skill areas but particularly:

- deal with workplace health and safety problems (62 per cent)
- see why and how safety reps are important and can make a difference (61 per cent)
- work with health and safety committees in your workplace (61 per cent)
- understand the law, regulations and standards that are relevant to your role (61 per cent)
- apply the law to workplace situations (61 per cent).

Calculating mean progress scores reveals that almost half (49 per cent) of learners completing this course had a score of 3.6 or more (ie were in the highest category). More than one-third (36 per cent) were in the second highest category (between 2.6 and 3.5) and one quarter were in the third highest (between 1.6 and 2.5). None were in the lowest category.

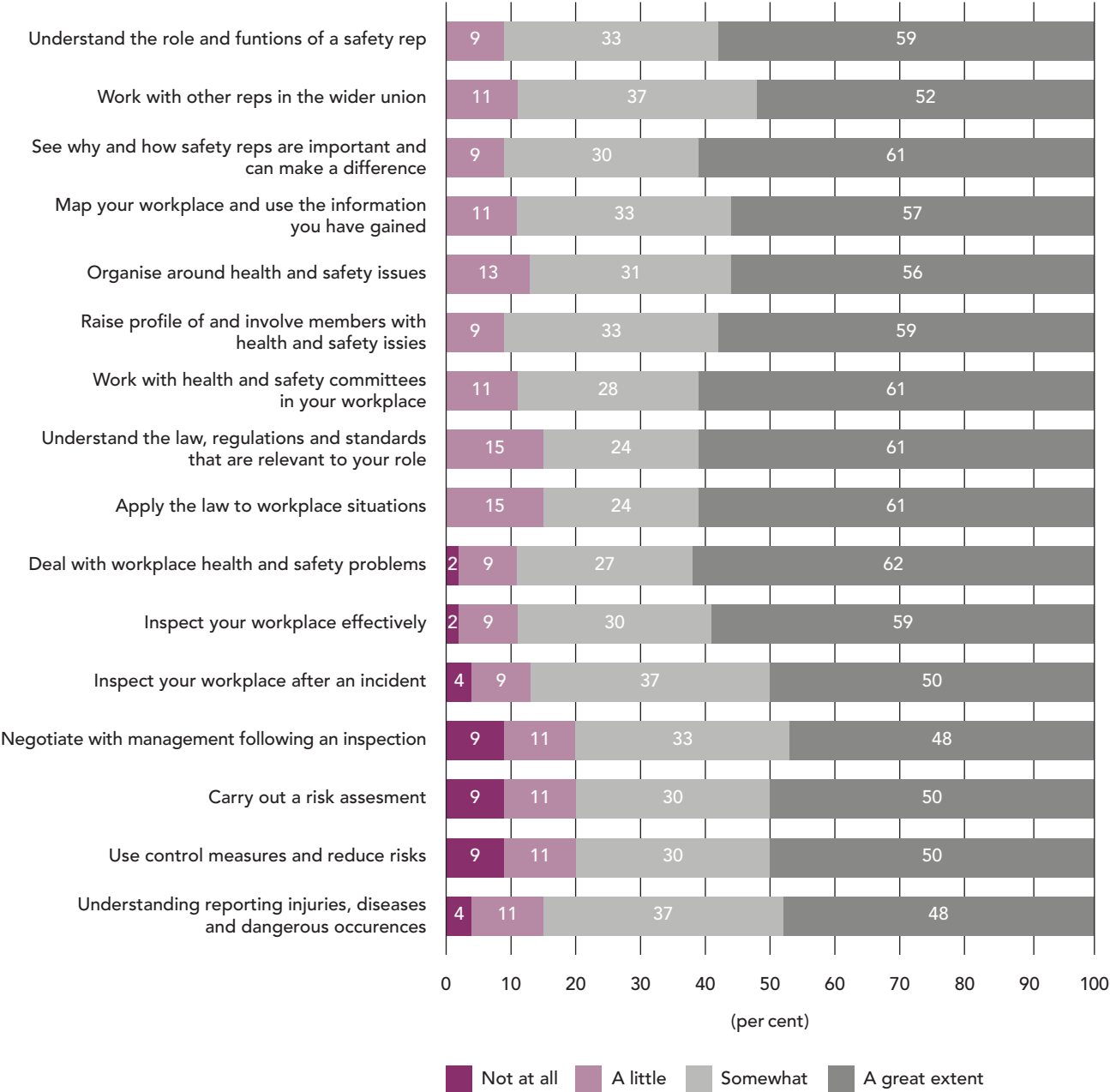
Cross-tabulating ability by mean progress score reveals that the medium ability group were more likely than the other two groups to have the highest progress score. However, as with the Union Representatives One course, even those that already rated their ability in health and safety relatively highly, reported that they had benefited from undertaking this course.

**Figure 19: What was your level of competence or proficiency in each of the following areas before you completed the Health and Safety Representatives One course?**



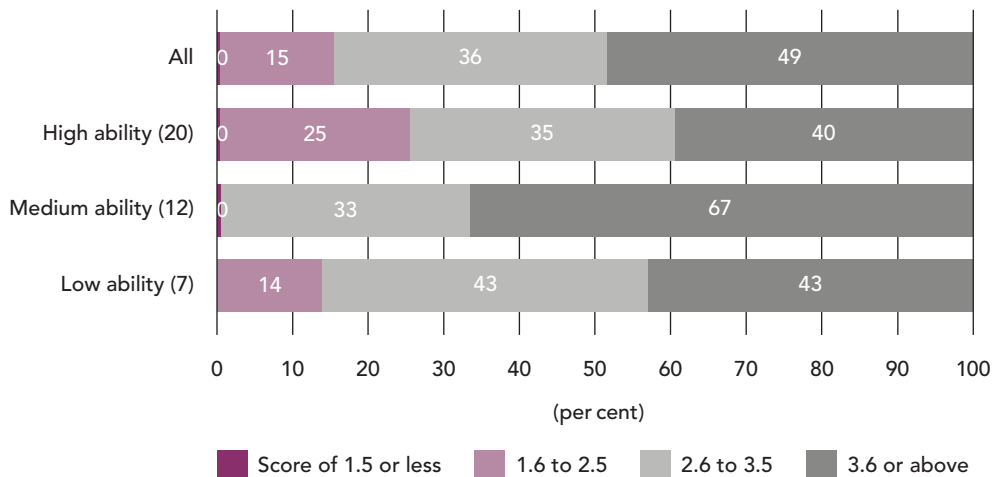
Base: 44 respondents

**Figure 20: To what extent has completing the Health and Safety Representatives One course helped you to improve your competence or ability in each of these areas?**



Base: 46 respondents

**Figure 21: Mean progress score by (previous) ability group for Health and Safety Representatives One course**



Base: 39 respondents

### 5.3. Union Learning Representatives One

Learners completing the Union Learning Representatives One training typically had lower levels of prior knowledge than those completing the union reps training, and where confidence was highest it was with the more generic elements of the role. For example, in building an effective union team. By contrast, around a third of learners completing this course gave themselves the lowest two scores for ability with respect to:

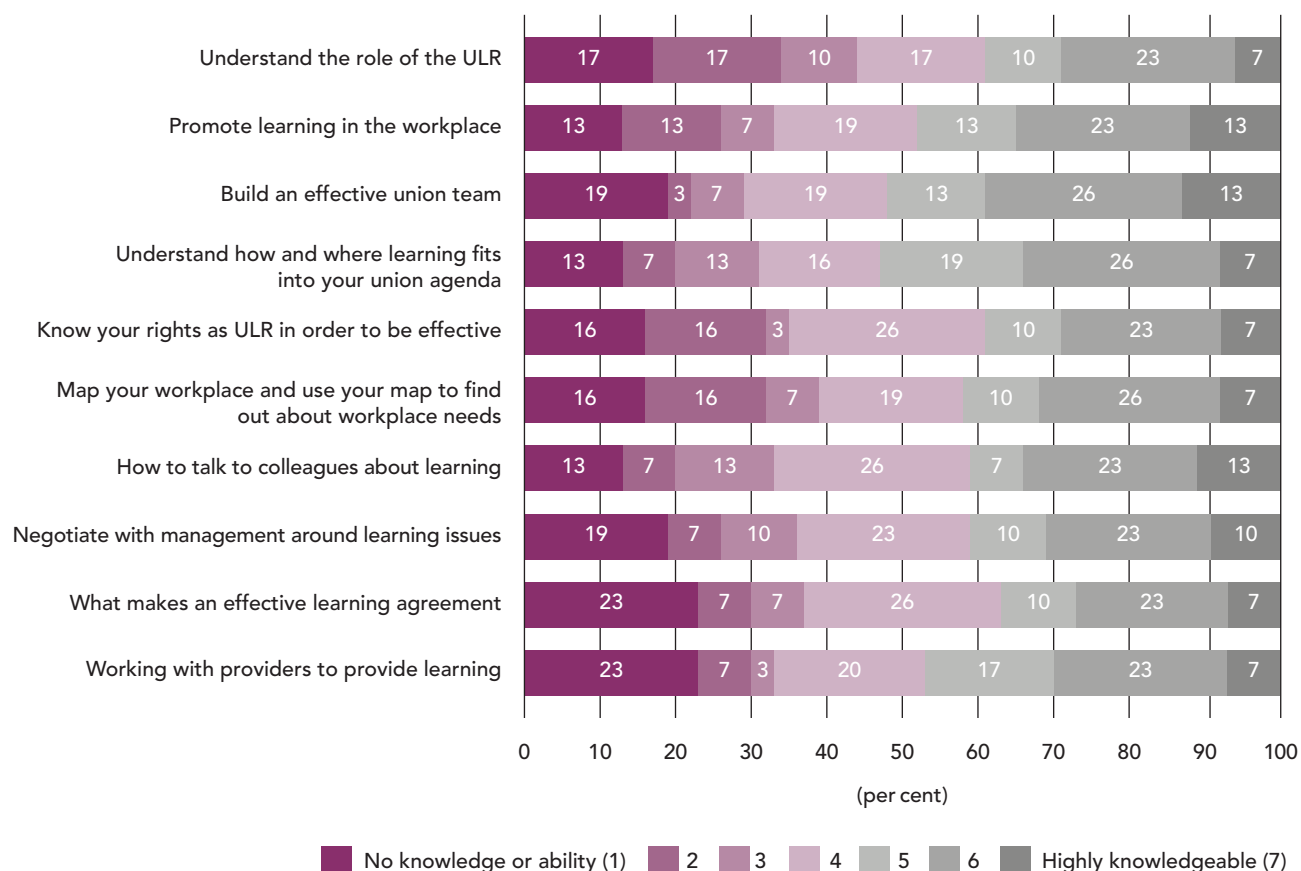
- understanding the role of the ULR
- knowing their rights as a ULR in order to be effective
- map your workplace and use your map to find out about workplace needs.

Broadly, 26 per cent of these learners were previously low ability, 33 per cent medium ability and 40 per cent high ability learners.

The Union Learning Representatives One training has helped those who completed the course, with at least 30 per cent claiming it had helped them “a great deal” in each of the skill areas explored. In particular, it was effective in helping learners understand the role of the ULR (52 per cent suggested it had helped them “a great deal” in this respect).

Again, the results suggest that the training is beneficial even to those who already have a high ability in the area.

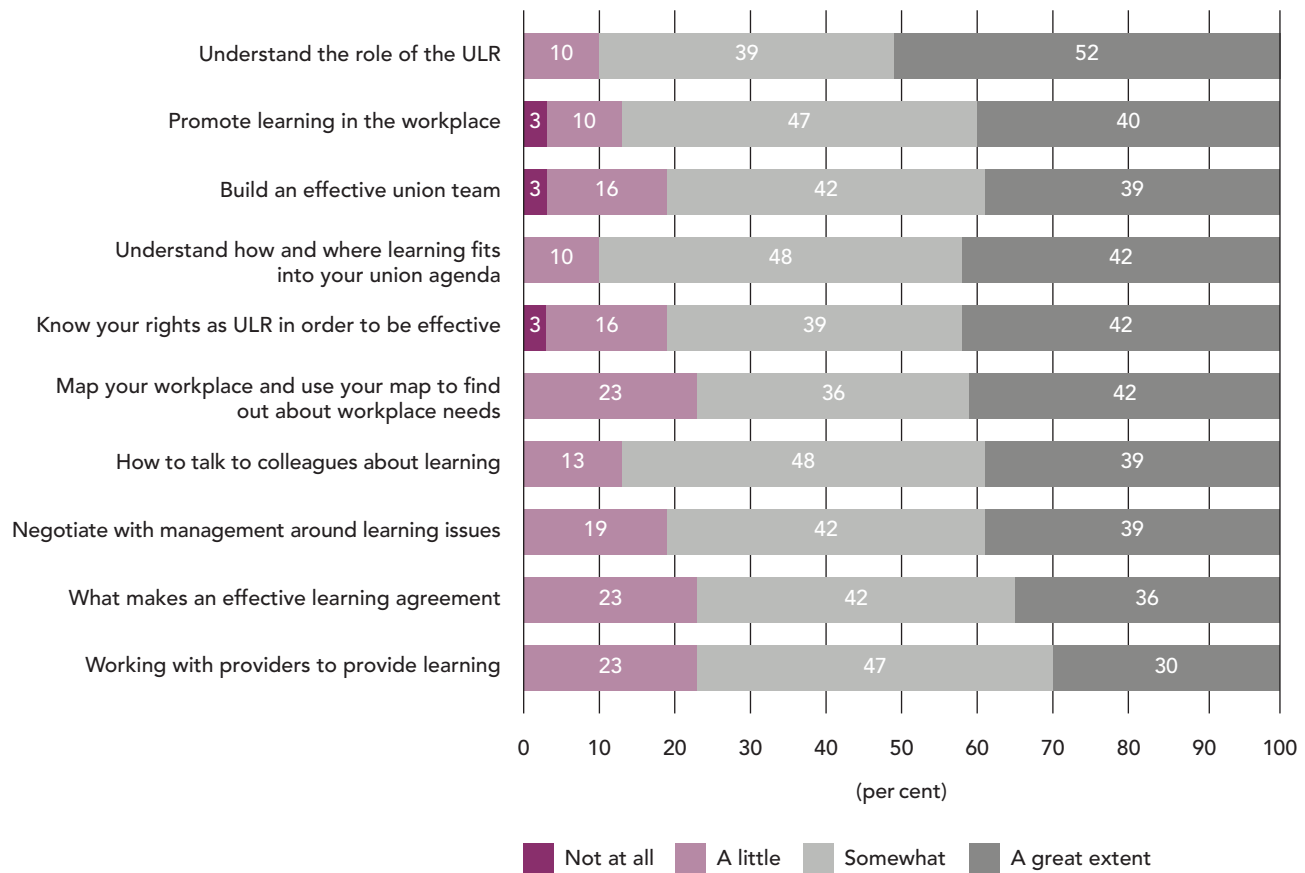
**Figure 22: What was level of competence or proficiency in each of the following areas before you completed the Union Learning Representatives One course?**



Base: 31 respondents

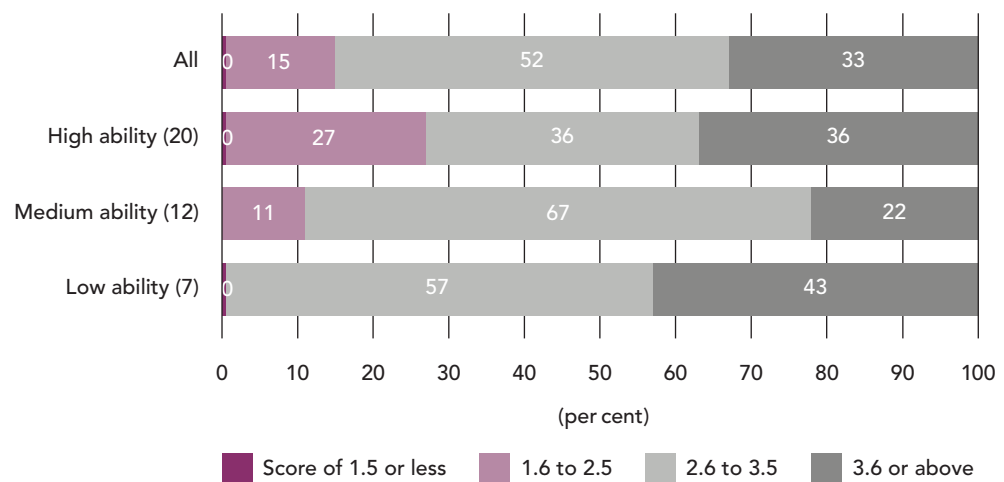


**Figure 23: To what extent has completing the Union learning Representatives One course helped you to improve your competence or ability in each of these areas?**



Base: 31 respondents

**Figure 24: Mean progress score by (previous) ability group for Union Learning Representatives One course**



Base: 27 respondents

## 5.4. Application of learning

Almost two-thirds (65 per cent) of respondents who had completed one of the refreshed online learning courses for reps had had an opportunity to apply what they had learnt. When asked to provide examples of how they had done this, learners gave a wide variety of applications. These included having a better understanding of employment law and workplace issues; being more confident presenting information to management and challenging unfair practices; providing advice and support to colleagues; negotiating with management (for example, to improve health and safety and setting up a learning lunch); carrying out health and safety inspections and risk assessments; arranging courses and training other reps. Specific examples include:

*"Cancer in the Workplace: I was able to support a colleague whose husband had terminal cancer by being able to accompany her to meetings with management.*

### ***"Ability to effect change regarding the employer's responsibility for welfare of employees around heat and cramped workspace"***

*"At local disciplinary, I was able to take notes and outline the need for tangible evidence to undermine management claims. My questioning techniques were well informed and tailored to objectives in the interest of my member. At local meetings, able to negotiate excellent deal for members in relations to Lunch breaks concessions."*

### ***"Disability discrimination: A co-worker with a disability was disciplined for having several absences due to his disability. This was overturned on appeal after talking to management about the co-worker's condition, which was not common knowledge but was covered by the Equality Act: This was a direct result of the online learning course and giving me the confidence to challenge management."***

*"Raised issues regarding asbestos and asbestos clearance with senior management and obtained assurances from local authority regarding the removal and additional safeguards put in place during removal."*

### ***"Used some of the knowledge from the Health and Safety Reps course to help build a case to restore first and second tier health and safety meetings in the authority."***

*"Using collective bargaining in meetings with management to negotiate better conditions in my local workplace."*

### ***"Mapping our workforce and creating the branch strategic and organising plan"***

*"Completion of a workplace inspection and had equipment and resources provided as a result of the inspection."*

***“In safety committee asking for all risk assessments to be held electronically with authorised access to safety reps (in addition to management health and safety) to avoid the need to ask for things.*”**

*“I am working with my branch to organise a learning day where Unite members can have taster sessions on different courses and find out about other courses as well.”*

### **5.5. Other impacts**

The survey explored other consequences of the research. It found that, among those that had completed the training:

- Almost all (97 per cent) felt “more motivated to take part in further learning opportunities” with more than two-thirds (69 per cent) having taken part in further learning since completing the course.
- More than one-third (35 per cent) had accessed a TUC Education webinar
- More than one-third (34 per cent) of learners who had completed at least one of the three online union reps’ courses had accessed the course material since completing it and a further 55 per cent expected to do so in future.

### **5.6. Additional comments**

At the end of the questionnaire, respondents were invited to provide any further comments on their experience of accessing the online learning. These were overwhelmingly positive and supportive of online learning generally and the TUC Education environment, specifically. Typical of these comments were:

*“The Health and Safety Representatives One course was a real eye -opener for me. I thought it would be second best to doing face-to-face. In fact, I found it really fitted my learning style and my lifestyle. I am a convert. I want to complete my Health and Safety Reps 1 and start and complete any other learning packages. The webinars are great. My only criticism is that I have difficulty receiving them – it may be the transmission or my ability to receive. The content is great and pitched at the right level. The more training that can be done online the better, as it gives the learner flexibility, standardises training and reduces costs to unions who may be struggling financially. That said, networking and face-to-face interaction is important to me and (?) my generation.”*

***“A very good resource for activists.”***

*“A very valuable training resource. I hope online courses will continue to be funded and offered on a more regular basis as we have members in different locations and who are unable to commit to fixed days/times for face-to-face courses.”*

***“Excellent courses in bite size chunks. Well done.”***

*“Great courses; full of knowledge; highly recommended.”*

***“I love it as a top up and to revisit areas I use. It has also been a great opportunity to signpost members interested in representation and lay officials.”***

*"I was involved in the trial sessions in Manchester for the Union Reps online course. We found a few teething problems which have since been ironed out in the final version. I think this method of learning is convenient to a lot of reps who do not have the time to go to a classroom-based course, plus they can do it at their pace. Very well done!"*

Several respondents sought further courses:

*"I found the course very helpful and useful and would like to access more online courses in the future"*

***"I really enjoyed the Union Learning Representatives One Stage 1 and I am looking forward to starting Stage 2 either in December or early in the new year."***

*"More specific online courses would be beneficial to safety reps, such as COSHH and fire safety."*

Accreditation was important to some:

*"This course is pointless without the same accreditation as a classroom course. I won't be enrolling in any more until it has the same accreditation."*

***"Yet to receive any notification of completion of learning."***

*"Recognition on completion, certificates etc. would give more of an incentive to finish the courses."*

Finally, a lesson for future surveys perhaps!

*"The course is fit for purpose but this questionnaire could do with streamlining."*



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# TUC Education Learner Feedback Questionnaire

## Your learning

Firstly, tell us about the online courses you have accessed.

Q1 Which of the following online courses have you started and/or completed?  
*Tick one per row.*

|                        | Started                  | Completed                | Neither started nor completed |
|------------------------|--------------------------|--------------------------|-------------------------------|
| Union reps             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| Health and safety reps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| Union learning reps    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |
| TUC Education webinar  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>      |

## Finding time to train

Q2 Did you ask your employer for facility time to enable you to undertake this training?  
*Tick one.*

Yes

No

Q3 Was your request for facility time granted? *Tick one.*

Yes

No

Q4 Did you undertake the learning ...? *Tick one.*

In your own time

In employer's time

During own and employer's time

Q5 Did you use any equipment or facilities provided by your employer to access your online learning? *Tick one.*

Yes

No

Don't know

Q6 What equipment or facilities did you use? *Tick all that apply.*

PC or laptop

Smartphone or tablet

Internet connection

Training room/facility

Printer

Other

*If other, please specify.*

Q7 Generally, is your employer more or less likely to grant facility time for online learning than classroom-based learning, or does delivery method not make a difference? *Tick one.*

Employer more likely to grant facility time for online learning

Employer less likely to grant facility time for online learning

No difference

Don't know

### **Reasons for learning online**

Q8 What is your preferred way of learning? *Tick one.*

Classroom-based course

Online

A mixture of the classroom and online

Q9 Did you have the option to access these courses in the classroom at a time and location convenient to you, had you wanted to? *Tick one per row.*

|                        | Yes                      | No                       | Don't know               |
|------------------------|--------------------------|--------------------------|--------------------------|
| Union reps             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health and safety reps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Union learning reps    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q10 Were any of the following a factor in influencing your decision to study online?

*Tick all that apply.*

Physical health

Mental or psychological health

Confidence

Caring responsibilities

Ability to read or write

Working patterns (eg shift work or flexible hours)

Availability of public transport

Difficulty finding time for training due to workload during working time

Travel time and/or distance between home and place of learning

None of the above

Other

*If other, please specify.*

Q11 Which, if any, of the following benefits of online learning was most important to you? *Tick one.*

- Able to start the course straightaway

---

- Able to study at a location convenient to me

---

- Able to study at a time convenient to me

---

- Able to study at my own pace

---

- None. The course was not available any other way

---

Q12 Were there any disadvantages of learning online? *Write in.*

### Experience of online learning

Q13 Were these TUC Education courses your first experience of online learning? *Tick one.*

- Yes

---

- No

---

- Don't know

---

Q14 Did you have any concerns about online learning before you started the course? *Tick one.*

- Yes

---

- No

---

- Don't know

---

Q15 If had concerns: What were your concerns? *Write in.*

Q16 If had concerns: Were these concerns a problem when accessing the TUC Education courses? *Write in.*

## Accessing online learning

Q17 How did you access your online learning? *Tick all that apply.*

Personal computer, workstation or laptop

---

Tablet or iPad

---

Smartphone

---

Networked television

---

Other

---

*If other, please specify.*

Q18 Did you access your online learning...? *Tick one per row.*

|                      | Often                    | Sometimes                | Never                    |
|----------------------|--------------------------|--------------------------|--------------------------|
| At home              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| At work              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| At a learning centre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q19 Did you experience any technical problems accessing the online course(s)? *Tick one.*

Yes

---

No

---

Don't remember

---

Q20 What technical problems did you experience? *Write in.*

Q21 Did you receive any support from your union to help you learn online? *Tick one.*

Yes

---

No

---

Can't remember

---



Q22 What support did your union provide? *Write in.*

Q23 What, if anything, could your union have done to improve your experience of online learning? *Write in.*

### Experience of using the online materials

Q24 To what extent do you agree or disagree with the following statements about the TUC online learning you accessed? *Tick one per row.*

|  | Strongly disagree        | Disagree                 | Neither agree nor disagree | Agree                    | Strongly agree           |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|
| I liked the way the materials were presented online                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I found it difficult to find my way around the online environment          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The quizzes were useful in checking my learning                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoyed watching the videos  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I found the resources available on the online environment very useful      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| The material was pitched at the right level                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I would like to have had face to face contact with my tutor and classmates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I enjoyed using the online environment                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| I got help and support from others on the course                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

Q25 What, if anything, did you particularly like about the online learning environment? *Write in.*

Q26 How, if at all, could the online learning environment that be improved? *Write in.*

Q27 How satisfied or dissatisfied are you with the following aspects of your online learning?  
*Tick one per row.*

|   | Very<br>dissatisfied     | Fairly<br>dissatisfied   | Neither<br>satisfied nor<br>dissatisfied | Fairly<br>satisfied      | Very<br>satisfied        |
|---|--------------------------|--------------------------|--|--------------------------|--------------------------|
| Ease of registration                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Ease of access                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Relevance of course content                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Support from your union                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall satisfaction with<br>your online learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>                 | <input type="checkbox"/> | <input type="checkbox"/> |

Q28 Would you recommend any of the following online learning to family, friends or colleagues? *Tick one per row.*

|                                   | Yes                      | No                       | Don't know               |
|-----------------------------------|--------------------------|--------------------------|--------------------------|
| Online learning generally         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This online learning interface    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| These online modules specifically | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q29 If previous experience of online learning: Which of the following statements do you agree with most? The new online TUC Education courses are. *Tick one.*

- better than most other online courses I have experienced

---

- about on par with other online courses I have experienced

---

- worse than most other online courses I have experienced

---

## Impact of your learning

Q30 What was your level of competence or proficiency in each of the following areas before you completed the Union Reps course? *Tick one per row.*

|   | No knowledge or ability  |                          |                          |                          |                          | Highly knowledgeable     |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| Understand why union reps are needed and what unions do                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take notes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organise and chair a meeting  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Build a useful and efficient union team   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate effectively with members  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Map your workplace  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bargain and negotiate on behalf of members  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Know what your rights are as a rep and how to use them                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognise, understand and deal with issues around unfairness and discrimination at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use and apply workplace procedures  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Put an effective case to management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand how unions work in wider society   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q31 To what extent has completing the Union Reps course helped you to improve your competence or ability in each of these areas? *Tick one per row.*

|   | Not at all               | A little                 | Somewhat                 | A great extent           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Understand why union reps are needed and what unions do                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Take notes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organise and chair a meeting  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Build a useful and efficient union team   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicate effectively with members  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Map your workplace  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bargain and negotiate on behalf of members  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Know what your rights are as a rep and how to use them                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Recognise, understand and deal with issues around unfairness and discrimination at work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use and apply workplace procedures  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Put an effective case to management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand how unions work in wider society   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q32 What was level of competence or proficiency in each of the following areas before you completed the Health and Safety Reps course? *Tick one per row.*

|  | No knowledge or ability  |                          |                          |                          |                          | Highly knowledgeable     |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| Understand the role and functions of a safety rep                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with other reps in the wider union                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See why and how safety reps are important and can make a difference          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Map your workplace and use the information you have gained                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organise around health and safety issues                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Raise the profile of and involve members with health and safety issues       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with health and safety committees in your workplace                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand the law, regulations and standards that are relevant to your role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply the law to workplace situations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deal with workplace health and safety problems                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inspect your workplace effectively   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inspect the workplace after an incident                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Negotiate with management following an inspection                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Carry out a risk assessment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Use control measures and reduce risks

Understanding reporting injuries, diseases and dangerous occurrences

Q33 To what extent has completing the Health and Safety Reps course helped you to improve your competence or ability in each of these areas? *Tick one per row.*

|  | Not at all               | A little                 | Somewhat                 | A great extent           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Understand the role and functions of a safety rep                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with other reps in the wider union                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| See why and how safety reps are important and can make a difference          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Map your workplace and use the information you have gained                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organise around health and safety issues                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Raise the profile of and involve members with health and safety issues       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with health and safety committees in your workplace                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand the law, regulations and standards that are relevant to your role | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Apply the law to workplace situations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deal with workplace health and safety problems                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inspect your workplace effectively   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inspect the workplace after an incident                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Negotiate with management following an inspection                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Carry out a risk assessment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Use control measures and reduce risks                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understanding reporting injuries, diseases and dangerous occurrences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q34 What was level of competence or proficiency in each of the following areas before you completed the Union Learning Reps course? *Tick one per row.*

|   | No knowledge or ability  |                          |                          |                          |                          | Highly knowledgeable     |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| Understand the role of the ULR  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Promote learning in the workplace                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Build an effective union team   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand how and where learning fits into your union agenda         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Know your rights as a ULR in order to be effective                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Map your workplace and use your map to find out about workplace needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How to talk to colleagues about learning                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Negotiate with management around learning issues                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What makes an effective learning agreement                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working with providers to provide learning                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q35 To what extent has completing the Union Learning Reps course helped you to improve your competence or ability in each of these areas? *Tick one per row.*

|   | Not at all               | A little                 | Somewhat                 | A great extent           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Understand the role of the ULR  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Promote learning in the workplace                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Build an effective union team   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understand how and where learning fits into your union agenda         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Know your rights as a ULR in order to be effective                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Map your workplace and use your map to find out about workplace needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How to talk to colleagues about learning                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Negotiate with management around learning issues                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What makes an effective learning agreement                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Working with providers to provide learning

Q36 Have you had an opportunity to apply what you have learnt from your learning to your workplace? *Tick one.*

Yes

No

Don't know

Q37 Can you give an example of how you have applied your online learning to the workplace? *Write in.*

Q38 Do you think you will access the course material again in future? *Tick one.*

Yes, I have done so already

---

Yes, I expect to do in future

---

No

---

Don't know

---

Q39 Since accessing the new TUC Education course(s) ... *Tick one per row.*

|  | Yes                      | No                       | Don't know               |
|--|--------------------------|--------------------------|--------------------------|
| Are you more motivated to take part in further learning opportunities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you taken part in any further learning opportunities              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you accessed a TUC Education webinar                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attended any TUC or unionlearn events                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### About your skills and qualifications

Q40 What is your highest level of qualification? *Tick one.*

Entry level: Entry level award, certificate or diploma, ESOL, essential skills, functional skills or Skills for Life

---

Level 1: First certificate; GCSE grades 3,2,1 or grades D, E, F, G; Level 1 award, certificate, diploma, ESOL, essential skills, functional skills, NVQ; music grade 1, 2, 3

---

Level 2: CSE grade 1; GCSE grades 4–9 or grades A\*– C; intermediate apprenticeship; Level 2 award, certificate, diploma, ESOL, essential skills, functional skills, national certificate, national diploma, NVQ; music grades 4 and 5; O level grade A–C

---

Level 3: A level; access to higher education diploma; advanced apprenticeship; applied general; AS level; international Baccalaureate diploma; Level 3 award, certificate, diploma, ESOL, national certificate, national diploma, NVQ; tech level; music grades 6–8

---

Level 4: Certificate of higher education (CertHE); higher apprenticeship; higher national certificate (HNC); Level 4 award, certificate, diploma or NVQ

---

Level 5: Diploma of higher education (DipHE); foundation degree; higher national diploma (HND); Level 5 award, certificate, diploma or NVQ

---

Level 6: Degree apprenticeship: degree with honours; graduate certificate; Level 6 award, certificate, diploma or NVQ; ordinary degree without honours

---

Level 7: Integrated master's degree (eg MEng); Level 7 award, certificate, diploma or NVQ; Master's degree (eg MSc), postgraduate certificate, postgraduate certificate in education (PGCE), postgraduate diploma

Level 8: Doctorate (eg PhD), Level 8 award, certificate or diploma

Union-related qualifications (eg Stage 1 or Stage 2 union reps training)

No qualifications

Other

*If other, please specify.*

Q41 How would you rate your experience of using the following technologies? *Tick one per row.*

|                          | No experience            |                          |                          | Highly experienced       |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          | 1                        | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        |
| Web browsers             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Email                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Word processing packages | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Coding web pages         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### About your work

Q42 Which of the following best describes your economic status? *Tick one.*

Employee

Self-employed

Unemployed

Not in work and not looking for work

Other

*If other, please specify.*

Q43 If an employee: What best describes your employment status? *Tick one.*

Permanent full time employment

---

Fixed-term full time contract

---

Working through an agency

---

A contract where my employer doesn't guarantee any hours of work  
(sometimes known as a zero-hours contract)

---

Part-time permanent employment (fixed hours per week)

---

Part time, with at least a minimum number of guaranteed hours per week  
(although you may work more hours)

---

Don't know

---

Other

---

*If other, please specify*

Q44 If an employee: Do you do work shifts in your job? *Tick one.*

Most of the time

---

Occasionally

---

Never

---

Q45 If work shifts: Do you work... *Tick one.*

Daily split shifts (with a break of at least four hours in between)

---

Permanent shift (morning, afternoon or night)

---

Alternating or rotating shifts

---

Other

---

*If other, please specify.*

Q46 If employed: Which of the following best described the type of work you do? *Tick one.*

Manager or senior officer

---

Professional

---

Technician or associate professional

---

Skilled trades

---

Service, caring or administrative occupation

---

Operative

---

Other

---

*If other, please specify.*

Q47 In what industrial sector do you work? *Tick one.*

Accommodation, hospitality, food service

---

Administrative and support services

---

Charity or other not-for-profit work

---

Construction

---

Education

---

Electricity generation/supply and/or gas supply

---

Farming, forestry or fishing

---

Financial services and/or insurance

---

Healthcare, social care and social work

---

High-tech and telecommunications products and services

---

Live arts, entertainment and recreation, including sports and museums

---

Manufacturing

---

Media and entertainment production including publishing and information services

---

Mining or quarrying

---

Professional services: accounting, advertising, architecture, consultancy, legal

---



- Professional services (not specified above)

---

- Real estate

---

- Scientific research and development

---

- Transport and/or storage

---

- Water supply and/or waste water/sewerage

---

- Wholesale or retail trade, including vehicle repair

---

- Central or local government administration, including benefits/welfare system

---

- Police, armed forces and courts system

---

- Other

---

*If other, please specify.*

### About you

The final set of questions are about your demographic characteristics. These questions help us to monitor whether our provision is accessible and relevant to all our learners.

---

Q48 What is your gender? Tick one

- Male

---

- Female

---

- Non-binary/third gender

---

- Prefer not to say

---

- Prefer to self-describe

---

*If prefer to self-describe, please write in.*

Q49 Transgender is an umbrella term that refers to people whose gender identity, expression or behaviour is different from those typically associated with their assigned sex at birth. Other identities considered to fall under this umbrella can include non-binary, gender fluid, and gender queer – as well as many more. Do you identify as transgender? *Tick one.*

Yes

---

No

---

Prefer not to say

---

Q50 How old were you on your last birthday? *Tick one.*

16 to 25

---

25 to 34

---

35 to 44

---

45 to 54

---

55 to 64

---

65 and over

---

Prefer not to say

---

Q51 How would you describe your ethnicity? *Tick one.*

Asian or Asian British

---

Black or Black British

---

Chinese

---

Mixed

---

White British

---

White Other

---

Prefer not to say

---

Other

---

*If other, please specify.*

|  |
|--|
|  |
|--|

Q52 Is English your first language? *Tick one.*

Yes

---

No

---

Prefer not to say

---

*If other, please specify.*

Q53 Do you consider yourself to have a disability? *Tick one.*

Yes

---

No

---

Prefer not to say

---

Q54 In which region do you live? *Tick one.*

East

---

East Midlands

---

London

---

North East

---

North West

---

Northern Ireland

---

Scotland

---

South East

---

South West

---

Scotland

---

Wales

---

West Midlands

---

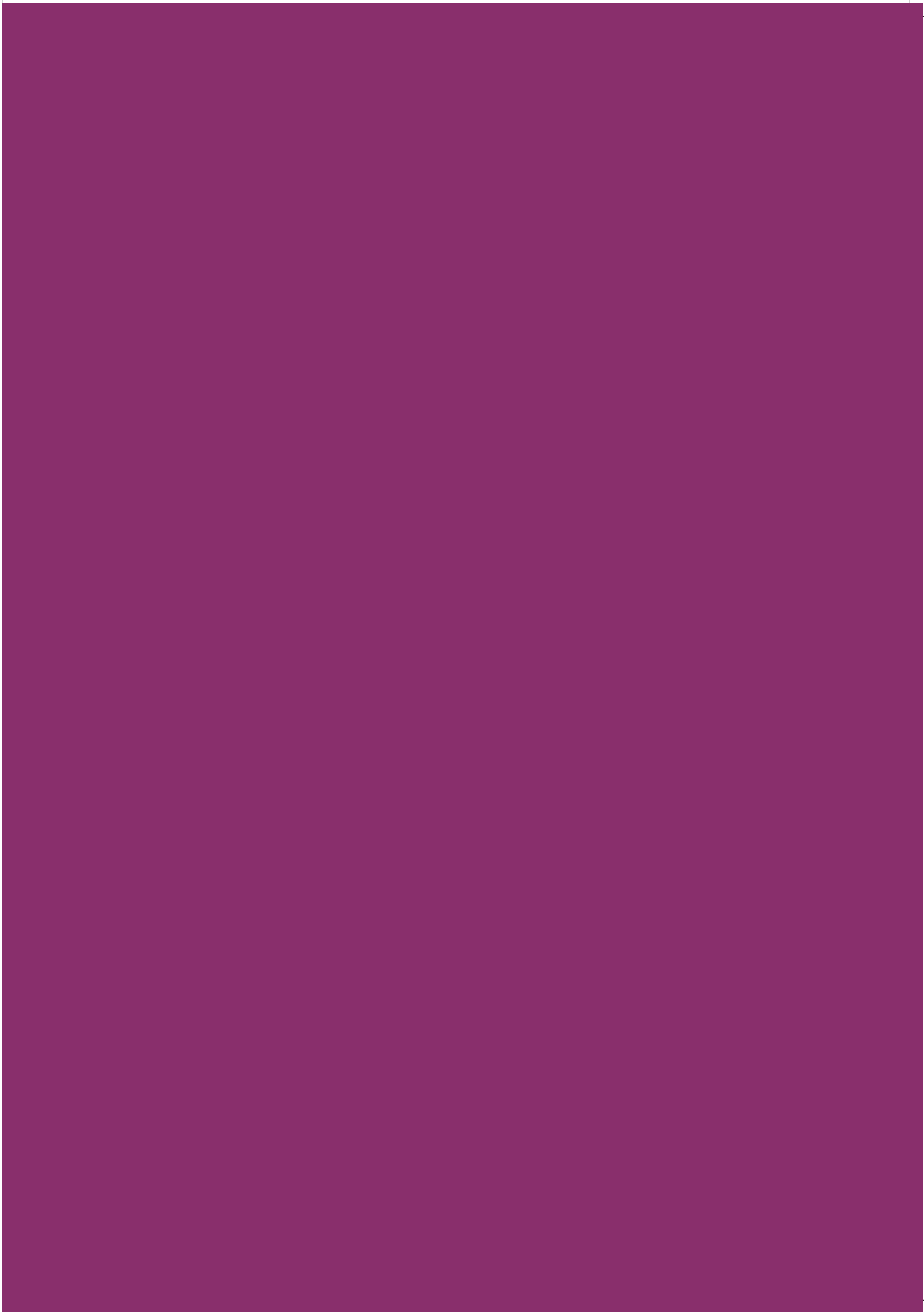
Yorkshire and the Humber

---

Q55 Finally, if you have any further comments about the online learning course please add them here.  
*Write in.*

**Thank you for completing the survey.**





# TUC Education

Trades Union Congress  
Congress House  
Great Russell Street  
London WC1B 3LS

020 636 4030  
[tuc.org.uk](http://tuc.org.uk)

June 2018  
978-1-911288-31-2

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