Cumbria PFT: Foundation in Management and Leadership Programme

Interim Evaluation Report

UNIVERSITY OF CUMBRIA, FACULTY OF HEALTH & WELLBEING

November 2012

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Executive Summary.

Background.

- This report investigates findings arising from participant feedback evaluations of the first two days of Cumbria PFT's "Foundation in Leadership and Management" Programme (henceforth FIM), running 2012-2013, as part of a broader multi-method evaluation.
- The report summarises both quantitative and qualitative feedback, and synthesises results for a more three-dimensional overview.

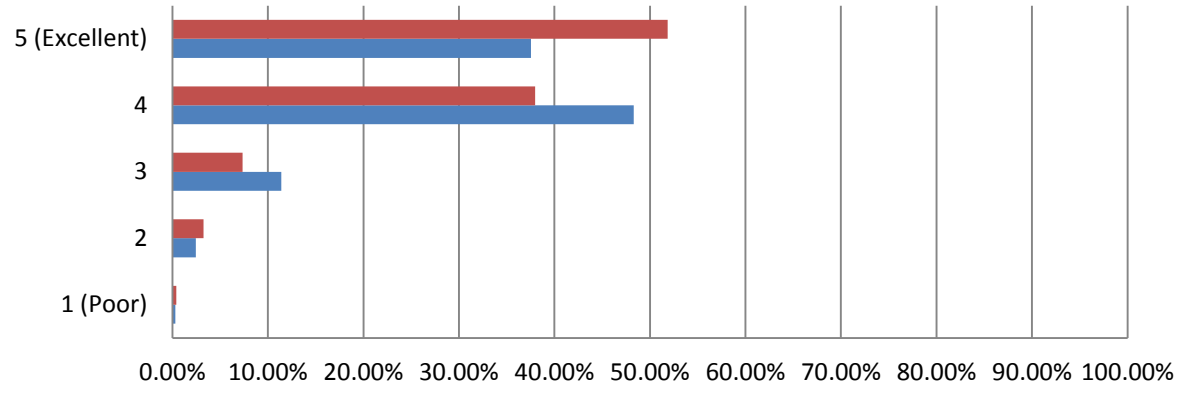
Methodology.

- Employing a mixed-analytic approach to the evaluation data collected, a descriptive statistical approach and a qualitative-thematic dimension are utilised.
- All participants at each of the first two days of the FIM programme were invited to provide evaluative feedback. On Day 1, N=65 evaluations were collected and on Day 2, N=49 evaluations were collected across three locations (Allerdale, N=14; Carlisle, N=20; Eden, N=15).
- The evaluation form (included in Appendix 1, page 41) was organised to generate two key forms of feedback data:
    - The quantitative aspect utilised five standard Likert scales.
    - The qualitative availed participants of an opportunity to provide more detailed feedback.
    - Finally, space was provided for participants to provide any additional information they saw as relevant.
- Likert scale data were analysed descriptively by question and by Day-of-collection, and then analysed comparatively to explore differences between feedback on Day 1 and Day 2.
- A Straussian Grounded Theory approach (Strauss & Corbin, 1998) was used to investigate qualitative contributions, in which responses were initially free-coded, and then grouped into sub-themes and meta-themes. Finally, these meta-themes were collected into common evaluative categories.

Key Findings (Quantitative).

- There was a general upward shift in appreciation of the sessions between Day 1 and Day 2, though there were some discrepancies by Day 2 location.

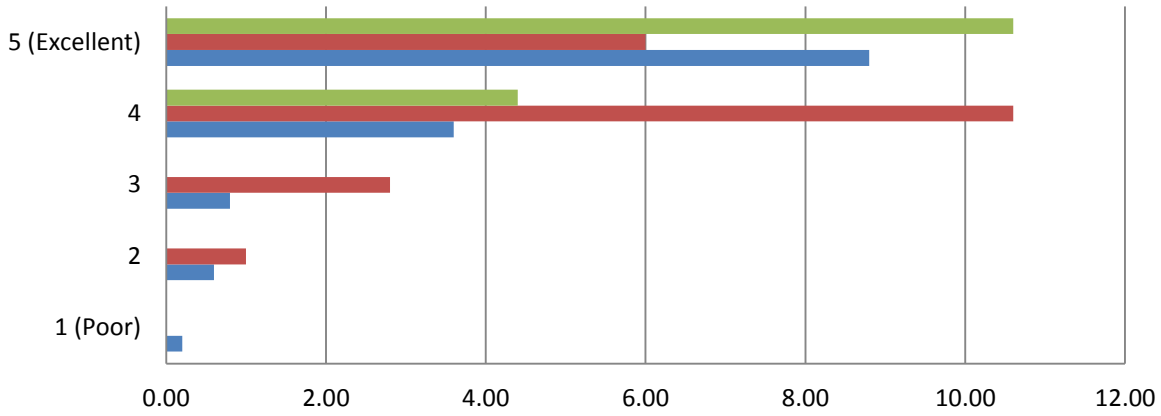
Mean Scores Across All Questions.



	1 (Poor)	2	3	4	5 (Excellent)
Day 2	0.41%	3.27%	7.35%	37.96%	51.84%
Day 1	0.31%	2.46%	11.38%	48.31%	37.54%

- There is an overall positive trend in the mean scores across all five questions. An average of 51.84% of participants scored Day 2 in the 'Excellent' bracket as opposed to only 37.54% on Day 1.
- There was also an overall increase in participants scoring Day 2 in the top two brackets, with Day 1.
- It should not be overlooked, however, that a greater average proportion of participants also rated Day 2 in the 1 and 2 categories (3.68%) than Day 1 (2.77%), though these figures are much lower in comparison.

Mean Day 2 Scores across All Questions by Location (49 Participants).



	1 (Poor)	2	3	4	5 (Excellent)
EDEN	0.00	0.00	0.00	4.40	10.60
CARLISLE	0.00	1.00	2.80	10.60	6.00
ALLERDALE	0.20	0.60	0.80	3.60	8.80

- It is clearly evident that while the experience of Day 2 among the Eden-based participants was overwhelmingly positive, with no scores under 4 for any question, participants at Carlisle (the largest single sample) were – on average – marginally less affirmative.
- Participants at Allerdale, meanwhile, showed a much more mixed distribution of ratings with a large majority still scoring Day 2 in the 5 bracket, though also a not-insignificant proportion allocating scores at the lower end of the spectrum.

Key Findings (Qualitative).

- Thematic analysis was synthesised into two core tables.
- The first illustrates recurrent affirmative feedback on Days 1 and 2:

Recurrent Positive Themes.

Day 1	Day 2
Corporate Awareness	Aptitude Development
Holistic Thinking	Networking Opportunities
Humanisation of Upper Management	Provision of Analytic Tools
Networking Opportunities	Self-Reflection
Organisational Knowledge	Managerial Skill Development
Proactivity and Planning	Strong Teaching
Understanding Personal Context	Team Skills Development

- In the second, recurrent negative themes emerging from the feedback on Days 1 and 2 are displayed:

Recurrent Negative Themes.

Day 1	Day 2
Detachment from Practice	Catering Concerns (Allerdale & Carlisle)
Environmental/Catering Concerns	Environment Concerns (Allerdale & Carlisle)
Excessive Duration	Minor Information Overload
Information Overload	Some Repetition of Themes
Lack of Breaks	
Lack of Interactivity	
Overpitching of Materials	

- In sum, it is evident in the range of themes identified that while the balance of issues regarding Day 1 was relatively even between the positive and the negative, and also

between the practical and the pedagogical, the feedback on Day 2 exposed a much stronger array of positive themes and a narrower array of negatives.

- Moreover, with respect to Day 2, the negatives were dominantly practical (i.e. environmental and catering issues) and emergent only from Allerdale and Carlisle.

Conclusions.

- Feedback was, in general, highly positive, and more so regarding Day 2 than Day1. Themes of note include:
    - **Macro and Micro Information.** Although many participants gave positive feedback about the capacity of the Day 1 sessions to help contextualise their role within a broader organisation, and to humanise upper management, the more micro role-focused training of Day 2 was more broadly popular.
    - **Balance and Overload.** Participants drew a great deal of attention to the "pacing" of sessions, and the need to balance information against time to digest it. Recurrent requests for more regular breaks, or for days to be broken into two shorter sessions on different days, are strong features of the qualitative data.
    - **Direct and Interactive Learning.** It was clear from much of the feedback that a preference for interactive and group work prevailed over the more direct learning approach.
    - **Learning Environment.** Putatively small issues such as suitable desks, room temperature, cold coffee and healthy eating options repeatedly informed qualitative feedback. To this extent, learning environment can be evaluated as much by the environment as by the learning.
    - **Level and Focus of "Pitch."** Given the heterogeneity of the participant sample, it is perhaps surprising how scarcely complaints relating to the level and focus of the training occur in the data corpus. Clearly, one of the major successes of the FIM programme thus far has been in "finding the level" appropriately.

- The provisional evaluative categories developed in this interim analysis will now carry forward as the foundation upon which the final evaluation (integrating participant interview and survey data) will be built in 2013.

Table of Contents

List of Tables.

List of Figures.

1. Introduction.

This report outlines findings arising from participant feedback evaluations of the first two days of Cumbria PFT's "Foundation in Leadership and Management" Programme (henceforth FIM), running 2012-2013, as part of a broader multi-method evaluation. The report summarises both quantitative and qualitative feedback, and synthesises results for a more three-dimensional overview.

1(i). The Programme.

The FIM programme was developed from a strong evidence-base within CPFT "…to build the foundations of effective management by setting the context of the organisation, providing essential practical skills, knowledge and behaviours…" (Cumbria PFT, 2012, p.3) requisite for the performance of day-to-day operational roles. Combining theoretical perspectives, practical organisational knowledge and structured reflective learning, the overall stated aims of the programme are to imbue participants with:

- Understanding of the scope of the CPFT;
- Understanding of the vision and values of CPFT, and how these apply to particular service areas and roles;
- A developing knowledge of, and practical essential skills in, the undertaking of operational roles;
- A broad perspective upon leadership approaches to encourage self- and team-development.

Specifically designed, thus, to provide insight into participants' leadership styles, and to provide opportunity for participants to develop confidence in management and team-working, the programme comprises four sequentially-ordered modules of which this report addresses the first two:

1. **Understanding the Organisational Context;**
2. **Self-Awareness and Leading for Professional and Personal Growth;**

3. Service Quality and Performance;
4. Practical Management of Teams.

Consequently, the intended outcomes for participants are stated as (Cumbria PFT, 2012, p.4):

- "Knowledge and practical skills to undertake your operational management role with greater confidence;
- Insight into your leadership style and the impact of behaviours on your team and colleagues;
- Development of self-awareness;
- A deeper understanding of quality and performance measures and why they are needed to build a successful health care organisation;
- Clarity of your role and influence within the service and wider organisation."

1(ii). Report Structure.

The remainder of this report is organised around the following structure:

- In the **Methodology** (p.13), the sample, data collection and analytic procedures are outlined.
- In **Key Findings** (p.15), the central statistical and qualitative trends emerging from the analysis are presented and discussed.
- In the **Conclusion**s (p.15), a synthesis of all central themes is advanced, alongside a reflection on how this might direct further research in the programme.
- In **Appendix 1** (p.41), the evaluation form is included.
- In **Appendix 2** (p.42), question-by-question descriptive analysis of the quantitative data set can be found.

2. Methodology.

This report employs a mixed-analytic approach to the evaluation data collected, utilising a descriptive statistical approach and a qualitative-thematic dimension.

2(i). Participants & Procedure.

All participants at each of the first two days of the FIM programme were invited to provide evaluative feedback. On Day 1, N=65 evaluations were collected and on Day 2, N=49 evaluations were collected across three locations (Allerdale, N=14; Carlisle, N=20; Eden, N=15).

2(ii). Design.

The evaluation form (included in Appendix 1, page 41) was organised to generate two key forms of feedback data. The quantitative aspect utilised five standard Likert scales requesting the following information:

1. Did you find the sessions informative?
   (Not at all) 1 2 3 4 5 (Definitely)
2. Did you find the course materials relevant?
   (Not at all) 1 2 3 4 5 (Definitely)
3. Do you feel clear on the programme session objectives? (Poor) 1 2 3 4 5 (Excellent)
4. The quality of facilitation and general manner when dealing with the group was…
   (Poor) 1 2 3 4 5 (Excellent)
5. Did you find the environment suitable and conducive to learning?
   (Not at all) 1 2 3 4 5 (Definitely)

The second availed participants of an opportunity to provide more detailed qualitative data in line with the following requests:

6. How relevant do you feel that this training has been in relation to your current job role?

7. Do you feel that the level of the content was appropriate, if not what would you suggest?
8. Can you identify at least one thing that you will take away from this day? (You can include more than one if you wish to)
9. Is there anything else that you would have liked to have seen included in the day?

Finally, space was provided for participants to provide any additional information they saw as relevant.

2(iv). Data Analysis.

Likert scale data were analysed descriptively by question and Day-of-collection, and then comparatively to explore differences between feedback on Day 1 and Day 2. A Straussian Grounded Theory approach (Strauss & Corbin, 1998) was used to investigate qualitative contributions, in which responses were initially free-coded, and then grouped into sub-themes and meta-themes. Finally, these meta-themes were collected into common evaluative categories.

It is essential to keep in mind that this latter mode of thematic analysis is designed to display the *range* of themes emergent of the qualitative data, and not accord significance according to frequency of occurrence. From a Straussian point of view, every issue has potential ramifications and it would be myopic to dismiss an innovative idea or suggestion because it is less statistically significant. Indeed, innovation itself is often defined by the fact that it is not widely posited.

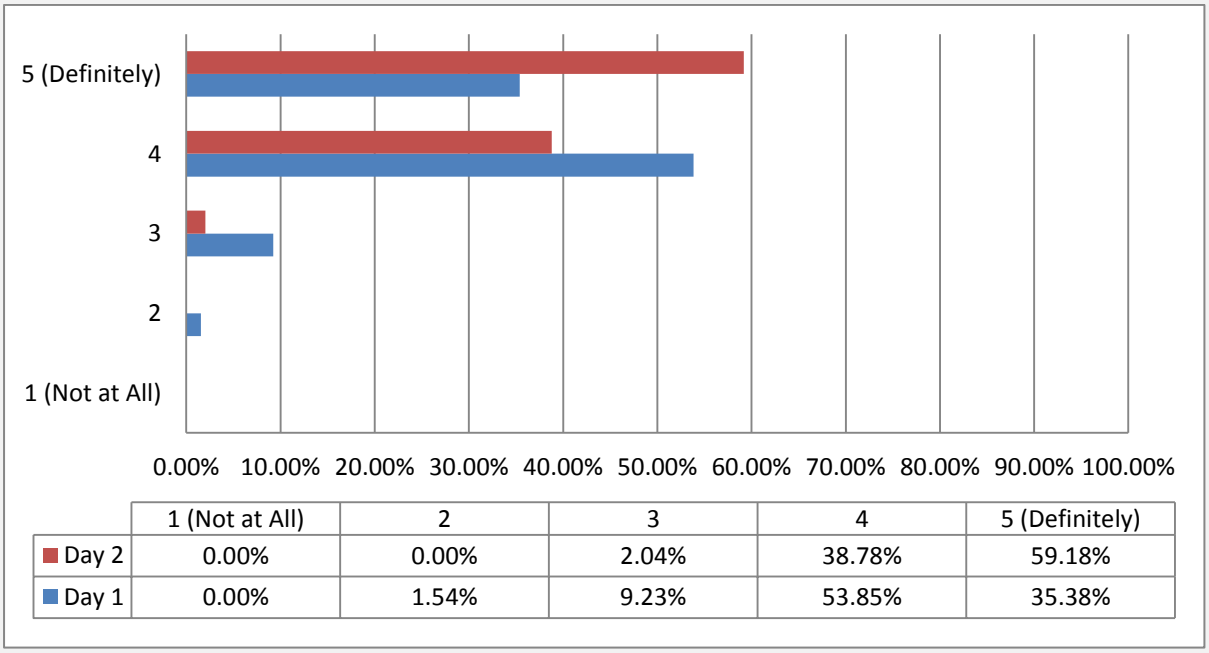
3. Key Findings.

Key findings are discussed below in two sections. Initially, quantitative feedback is explored, highlighting general patterns, changes between the first and second days of training, and differences between second-day findings by-location. Qualitative feedback is then thematically analysed with a similar view.

3(i). Quantitative Feedback.

In Figure 1 (below) feedback is shown across the first two sessions relating to how informative participants found those sessions.

Figure 1: Did you find the sessions informative?

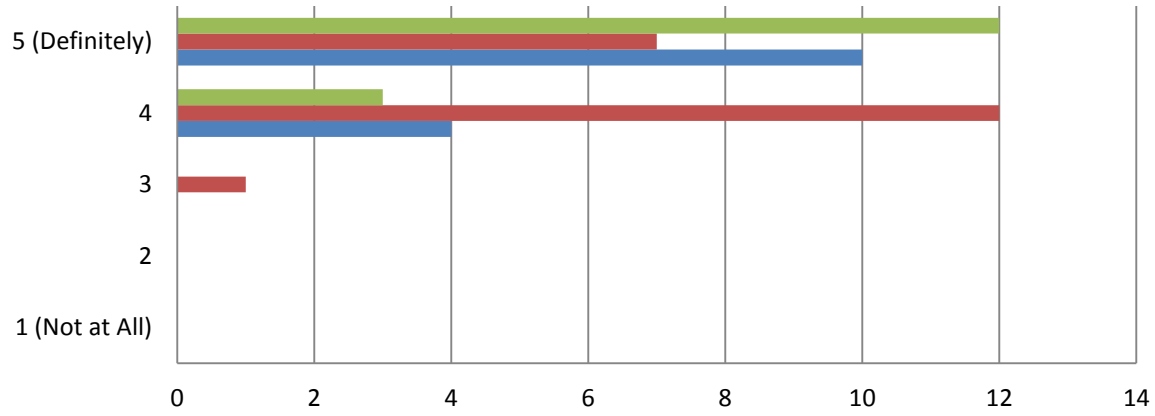


	1 (Not at All)	2	3	4	5 (Definitely)
Day 2	0.00%	0.00%	2.04%	38.78%	59.18%
Day 1	0.00%	1.54%	9.23%	53.85%	35.38%

Participant ratings display a substantial increase in appreciation of the information-content of sessions from the first day to the second. There are only minor discrepancies arising by-location (see Figure 2) with respect to this, with participants in Allerdale and Eden

overwhelmingly scoring the Day 2 sessions at the highest level, while Carlisle-based participants scored the Day 2 sessions marginally more modestly.

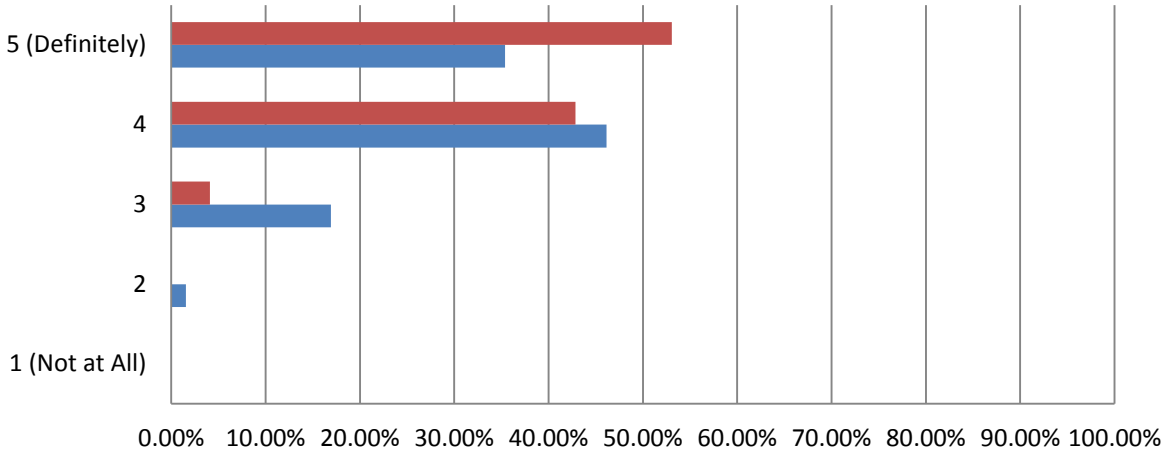
Figure 2: Day 2 Information-Value Feedback by Location (49 Participants).



	1 (Not at All)	2	3	4	5 (Definitely)
EDEN	0	0	0	3	12
CARLISLE	0	0	1	12	7
ALLERDALE	0	0	0	4	10

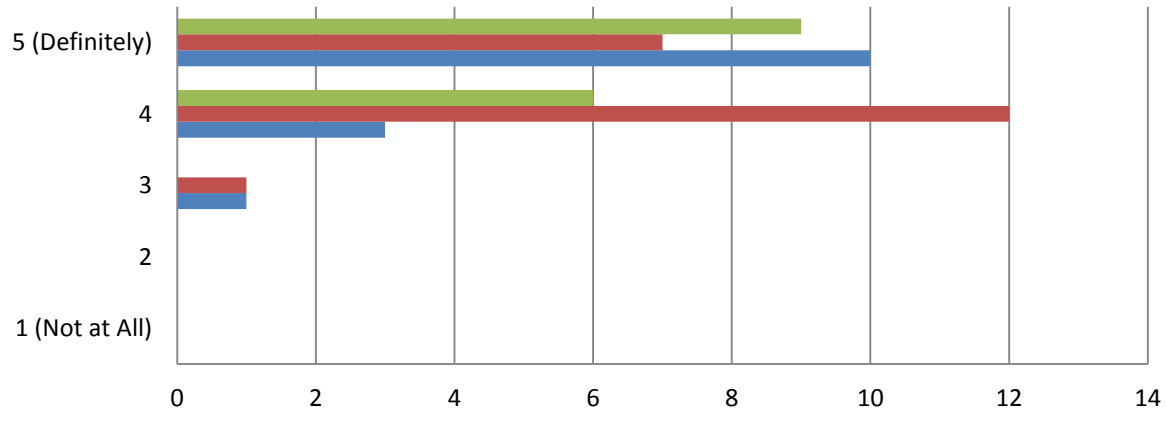
In Figure 3 (below) feedback is displayed across the first two sessions relating to how relevant participants found the course materials. Participant ratings display a similarly substantial increase from the first day to the second in appreciation of the relevance of materials.

Figure 3: Did you find the course materials relevant?



	1 (Not at All)	2	3	4	5 (Definitely)
Day 2	0.00%	0.00%	4.08%	42.86%	53.06%
Day 1	0.00%	1.54%	16.92%	46.15%	35.38%

Figure 4: Day 2 Relevance Feedback by Location (49 Participants).



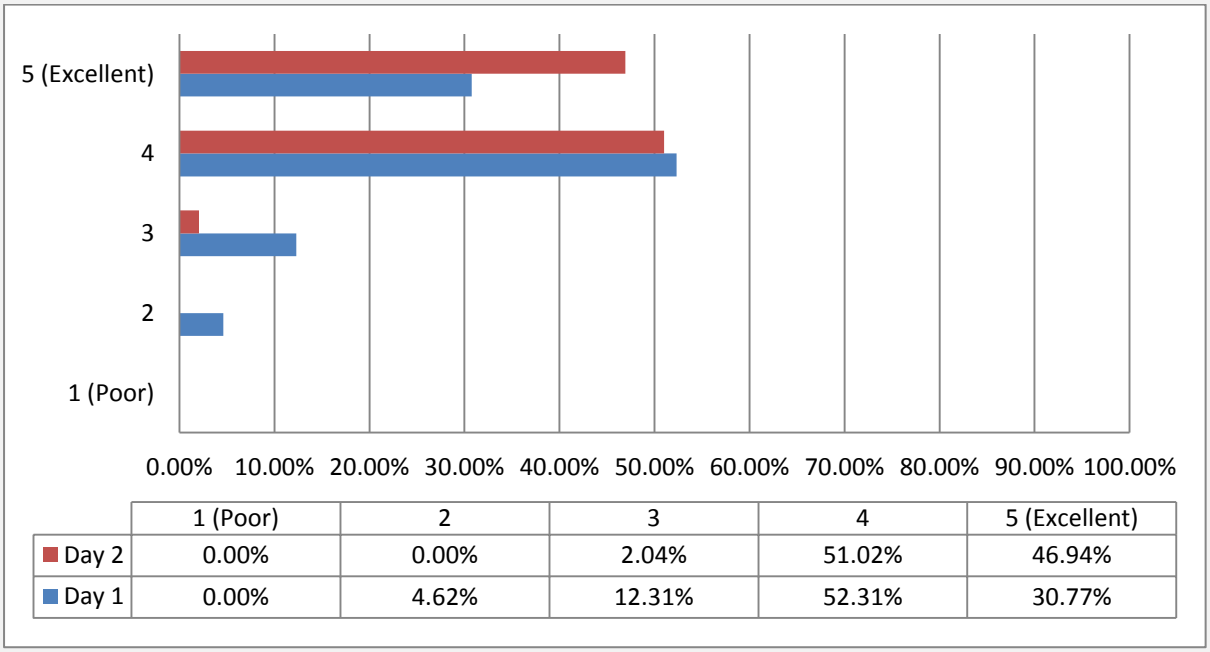
	1 (Not at All)	2	3	4	5 (Definitely)
EDEN	0	0	0	6	9
CARLISLE	0	0	1	12	7
ALLERDALE	0	0	1	3	10

There are again only relatively minor discrepancies arising by-location (see Figure 4) with respect to this, with participants in Allerdale scoring the Day 2 sessions chiefly at the highest

level, with the remainder in bracket 4. Participants in Eden scored chiefly at the top level, with diminishing numbers scoring at 4 and then 3, while Carlisle-based participants score the Day 2 modally scored the day most consistently in bracket 4. No participants scored the relevance of the materials below bracket 3.

In Figure 5, feedback is displayed across the first two sessions relating to how clear participants found the objectives of those sessions. Herein there is again a noteworthy increase in ratings from Day 1 to Day 2 across the full participant sample, with similar patterns arising in the by-location breakdown as seen above (see Figure 6).

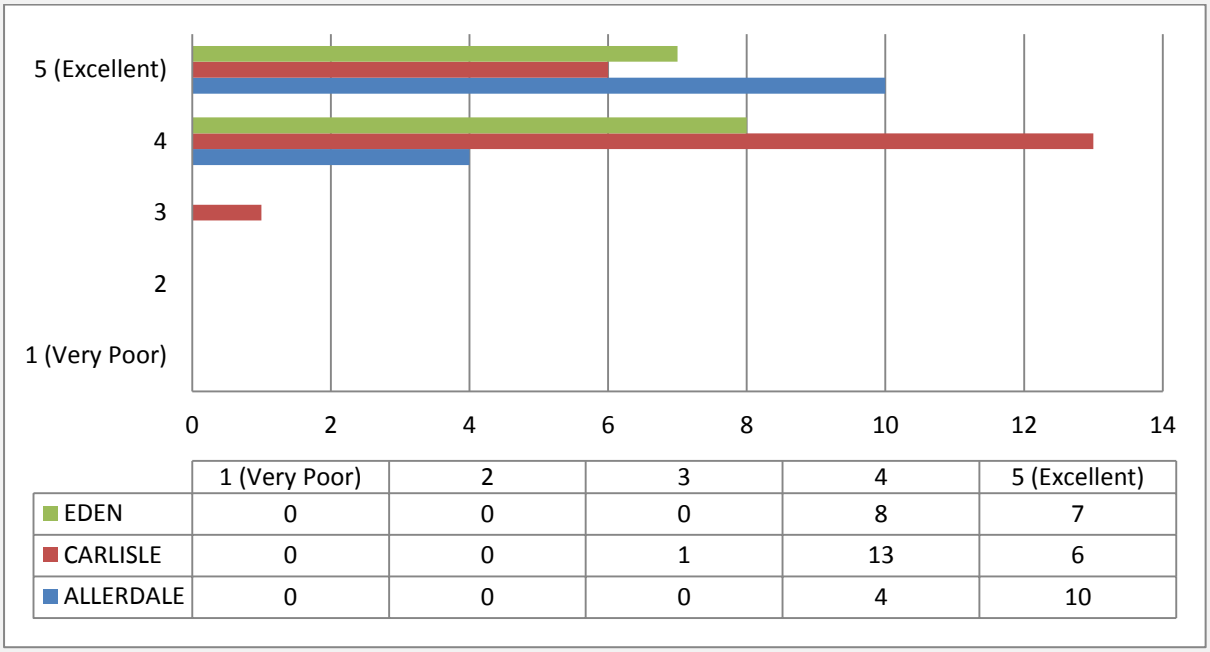
Figure 5: Do you feel clear on the programme session objectives?



	1 (Poor)	2	3	4	5 (Excellent)
Day 2	0.00%	0.00%	2.04%	51.02%	46.94%
Day 1	0.00%	4.62%	12.31%	52.31%	30.77%

Participants in Allerdale once again scored the Day 2 sessions chiefly at the highest level, with the remainder in bracket 4. Participants in Eden scored chiefly at the top level, with a smaller number scoring at 4, while Carlisle-based participants score the Day 2 modally scored the day most consistently in bracket 4, with a smaller number allocating a 5 rating and a smaller number still allocating a 3. No participants in the entire sample scored the relevance of the materials in the second session below bracket 3.

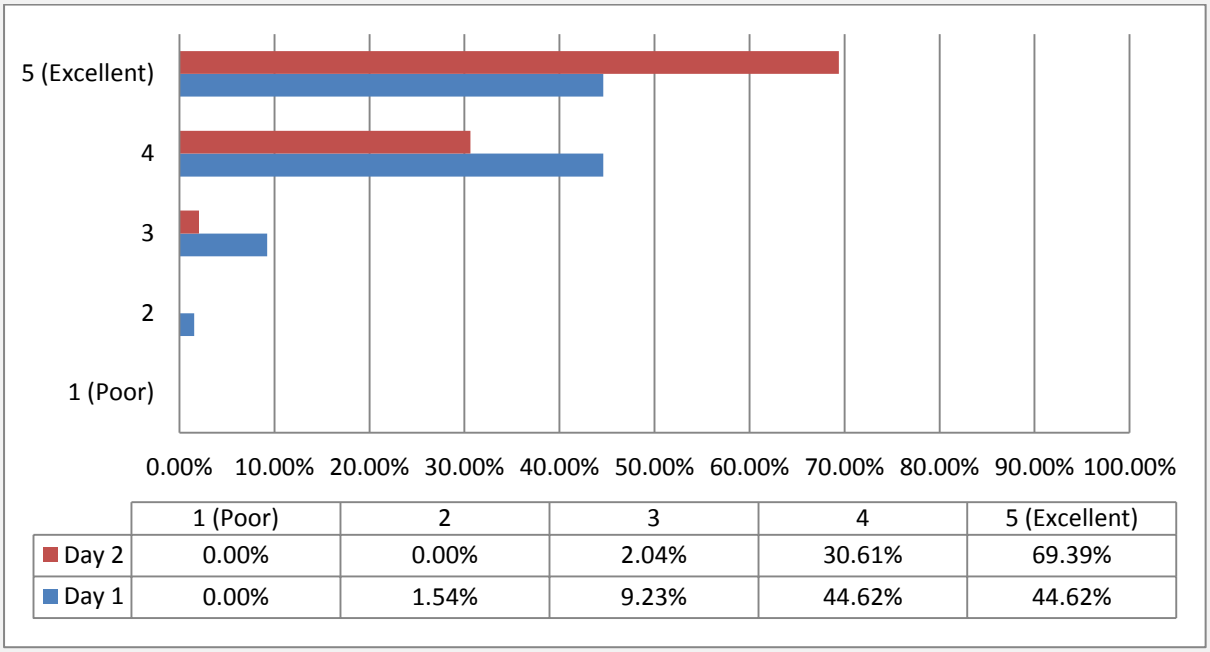
Figure 6: Day 2 Clarity Feedback by Location (49 Participants).



	1 (Very Poor)	2	3	4	5 (Excellent)
EDEN	0	0	0	8	7
CARLISLE	0	0	1	13	6
ALLERDALE	0	0	0	4	10

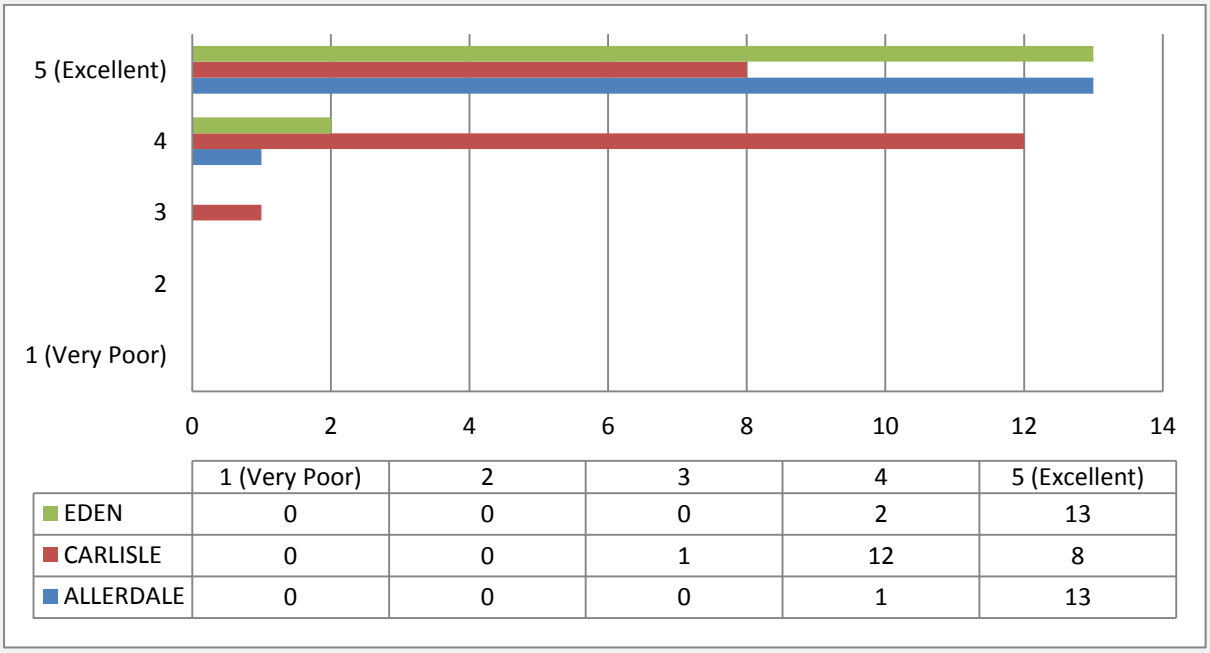
In Figure 7 feedback is displayed across the first two sessions relating to how participants rated the quality of facilitation and group-management provided by the training-deliverers. These data show another across-the-board upward shift; less than half of the total participant sample on Day 1 rated the facilitation quality as 'excellent,' while on Day 2, nearly three quarters placed it in the highest bracket. There are only minor discrepancies arising by-location (see Figure 8) with respect to this, with participants in Allerdale and Eden overwhelmingly scoring the Day 2 sessions at the highest level – with no scores below 4 – while Carlisle-based participants scored the Day 2 sessions slightly more modestly, with the majority score being 4, though none below 3.

Figure 7: The quality of facilitation and general manner when dealing with the group was...



	1 (Poor)	2	3	4	5 (Excellent)
Day 2	0.00%	0.00%	2.04%	30.61%	69.39%
Day 1	0.00%	1.54%	9.23%	44.62%	44.62%

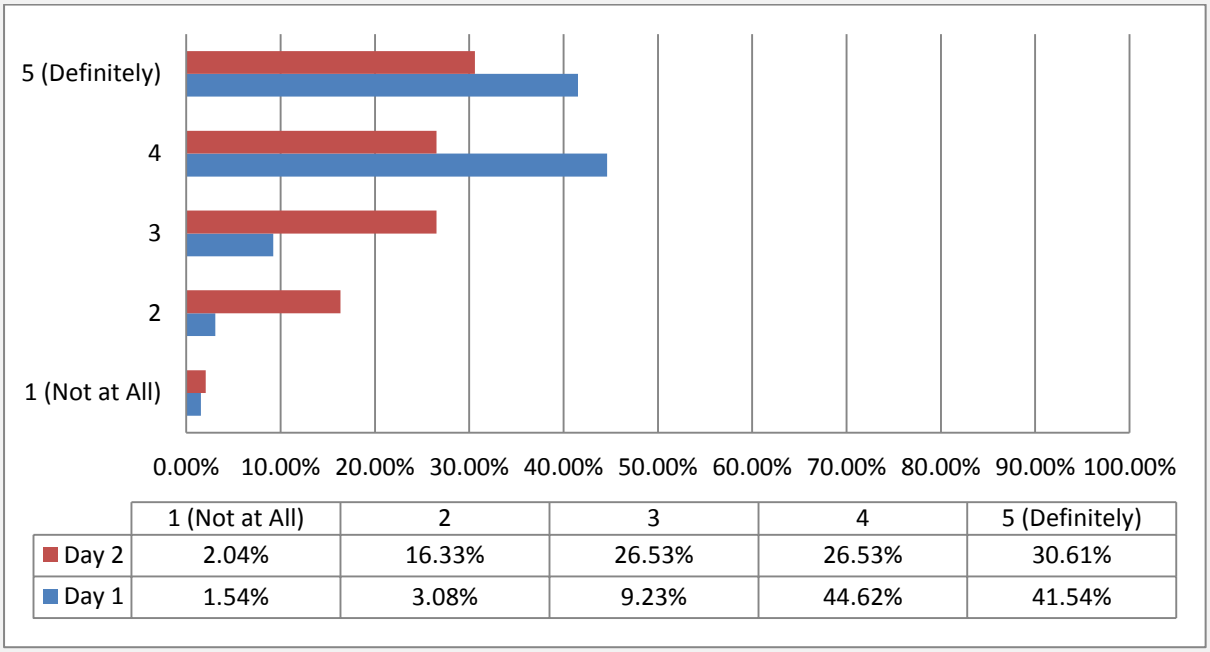
Figure 8: Day 2 Facilitation Feedback by Location (49 Participants).



	1 (Very Poor)	2	3	4	5 (Excellent)
EDEN	0	0	0	2	13
CARLISLE	0	0	1	12	8
ALLERDALE	0	0	0	1	13

In Figure 9, feedback is displayed relating to how participants rated the quality of the pertinent learning environment in the first two sessions.

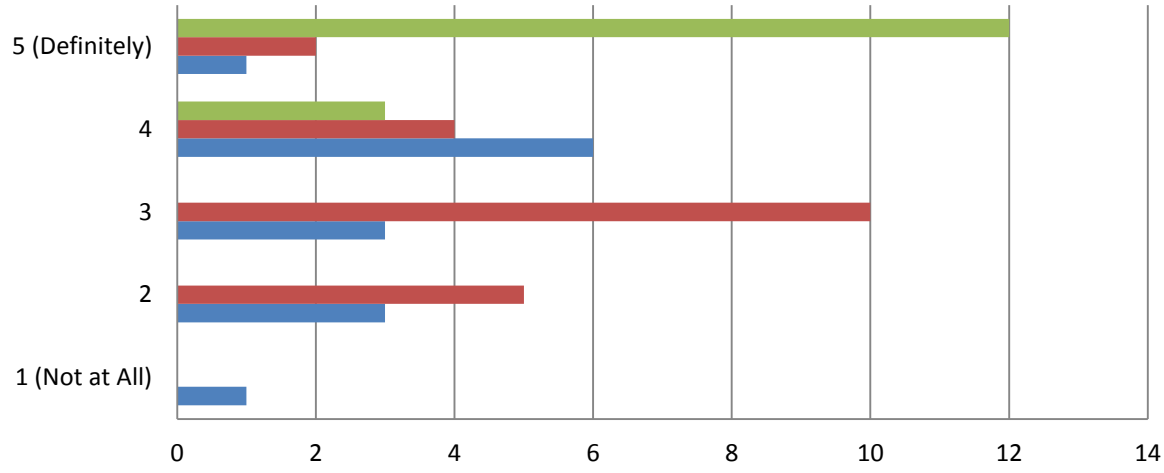
Figure 9: Did you find the environment suitable and conducive to learning?



	1 (Not at All)	2	3	4	5 (Definitely)
Day 2	2.04%	16.33%	26.53%	26.53%	30.61%
Day 1	1.54%	3.08%	9.23%	44.62%	41.54%

The results herein display a broad decline from Day 1 to Day 2, with larger proportions of the participant sample scoring Day 2 in the 1 ('Not at All'), 2 and 3 brackets, and smaller numbers scoring it in the top two. It should be noted, however, that over 50% of the Day 2 scores do remain in the top two categories. Significant light is shed on these findings by the location-specific feedback, shown in Figure 10. Ratings are heavily split according to the specific venue in which the training was done. Eden-based participants were overwhelmingly positive about this aspect of their training, with the substantial bulk of ratings in the top category and none below 4. Participants in Carlisle were rather more ambivalent, with the majority scoring the learning environment at 3 and 2, and progressively smaller numbers rating it at 4 and 5. For Allerdale-based participants, meanwhile, there was a wide scattering of ratings, as evident below.

Figure 10: Day 2 Environment Feedback by Location (49 Participants).

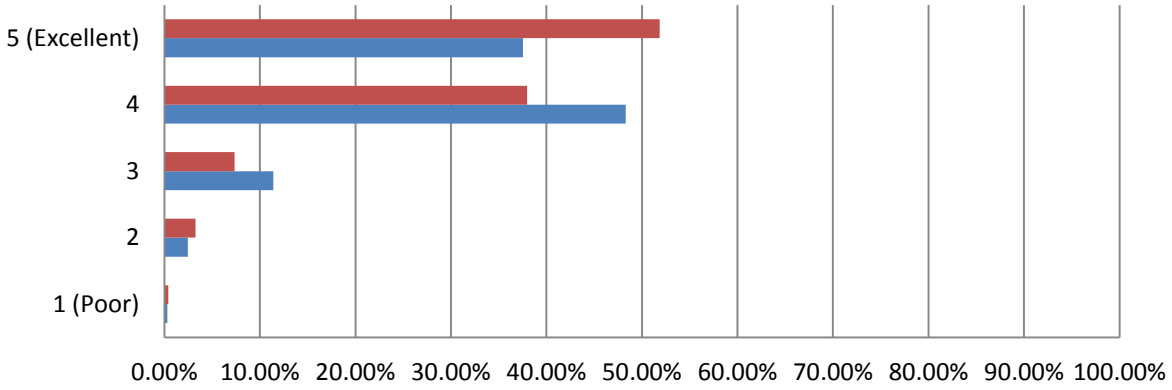


	1 (Not at All)	2	3	4	5 (Definitely)
EDEN	0	0	0	3	12
CARLISLE	0	5	10	4	2
ALLERDALE	1	3	3	6	1

In sum, it is evident that there was a general upward shift in appreciation of the sessions between Day 1 and Day 2, though there were some discrepancies by location. This is evident in the synthesis figures presented below.

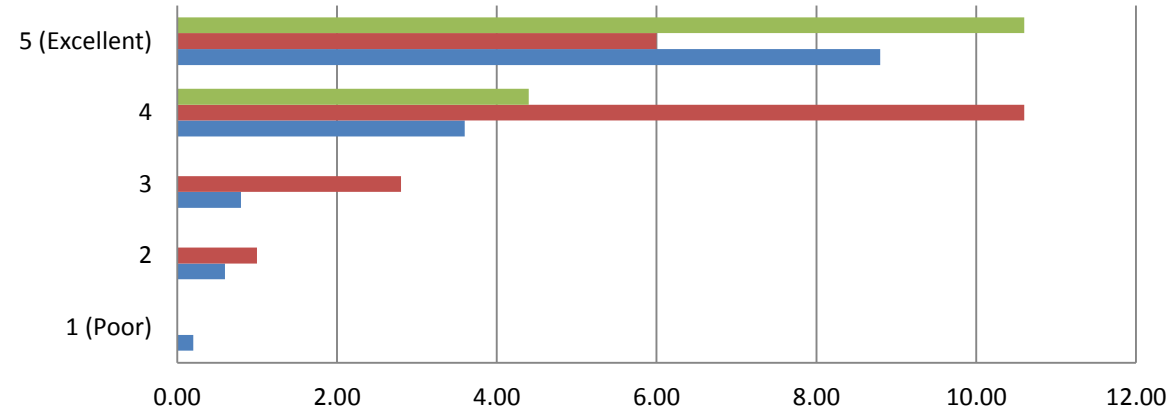
In Figure 11, it can be clearly seen that there is an overall positive trend in the mean scores across all five questions. An average of 51.84% of participants scored Day 2 in the 'Excellent' bracket as opposed to only 37.54% on Day 1. There was also an overall increase in participants scoring Day 2 in the top two brackets, with Day 1 It should not be overlooked, however, that a greater average proportion of participants also rated Day 2 in the 1 and 2 categories (3.68%) than Day 1 (2.77%), though these figures are much lower in comparison. Further light is shed on these results when considering the data shown in Figure 12, which highlight particularly strong trends across the three locations.

Figure 11: Mean Scores Across All Questions.



	1 (Poor)	2	3	4	5 (Excellent)
Day 2	0.41%	3.27%	7.35%	37.96%	51.84%
Day 1	0.31%	2.46%	11.38%	48.31%	37.54%

Figure 12: Mean Day 2 Scores across All Questions by Location (49 Participants).



	1 (Poor)	2	3	4	5 (Excellent)
EDEN	0.00	0.00	0.00	4.40	10.60
CARLISLE	0.00	1.00	2.80	10.60	6.00
ALLERDALE	0.20	0.60	0.80	3.60	8.80

It is clearly evident that while the experience of Day 2 among the Eden-based participants was overwhelmingly positive, with no scores under 4 for any question, participants at Carlisle (the largest single sample) were – on average – marginally less affirmative. Participants at Allerdale,

meanwhile, showed a much more mixed distribution of ratings with a large majority still scoring Day 2 in the 5 bracket, though also a not-insignificant proportion allocating scores at the lower end of the spectrum.

3(ii). Qualitative Feedback.

The broad trends described above are illuminated significantly by the findings from the qualitative aspects of the feedback.

In Figure 13, a thematic breakdown of comments on the relevance of Day 1's training to current professional roles is displayed, while in Figure 14 the same issues are addressed with respect to Day 2.

Figure 13: Day 1, Relevance of Training to Role.

Sample Data	Sub-Theme	Meta-Theme	
• *Very relevant and looks at key aspects of my leadership.* • *Extremely relevant - I wish this had been available sooner.* • *Extremely relevant - presenters and sessions very good.* • *Relevant to all aspect of my role and practice.*	Unmitigated positive.	Personal Value	**Positives**
• *Definitely - it has given me more confidence to fulfil my role.*	Confidence-builder.		
• *Very relevant in terms of context setting.* • *It has given me a better understanding of the Trust.*	Context setting.	Institutional	
• *I think the content was good to update clinical staff on corporate issues.*	Important in understanding trust structures.		
• *It is relevant because it's giving me knowledge to pass on to my staff.* • *Very helpful for my team.*	Team Value.	Collective	
• *Useful to learn about the Board and Trust priorities and put faces to names.* • *Interesting to be able to put names to faces - a shame that we have to come together to an organised event to meet folks in our workplace.*	Networking.		
• *Not currently, but hopefully will be useful in the near future.*	Not useful yet, but will be.		**Prospectives**
• *I'm new in leadership role and I feel that this course will help me develop to be an effective leader.* • *Just entering into leadership so I found it helpful.*	New to management, encouraging content.		
• *Clinical based but some relevant discussions.*	Too clinical.	Relationship to Practice	**Negatives**
• *Relevant as to what needs to be done but miles away from clinical role.*	Not clinical enough.		
• *Interesting info about the Trust but not all useful in day-to-day job - more background information.* • *Not really relevant to my role at times but generally covers things OK.*	Some detachment from practice.		
• *Not relevant yet as there was too much information to take in adequately.*	Information saturation precludes relevance.	Delivery Issues	
• *I felt that as a "middle manager" the content of the course was above my level and understanding.* • *[Some] presentation was quite dry and a bit above me I think.*	Some aspects overpitched.		

Figure 14: Day 2, Relevance of Training to Role.

Sample Data	Sub-Theme	Meta-Theme	
• *Very relevant and correct level targeted. (Ca)* • *Well suited. (Ca)* • *Very relevant. (Al)* • *Very relevant and interesting and 'user friendly.' (Ed)* • *Very relevant - good info and pointers. (Ed)* • *Much better than the first day. Informative and I feel I have learnt to be more reflective and learnt skills to address my leadership and management . (Ed)* • *Very relevant as a district nurse team leader/line manager, with no previous leadership training (Al)*	Unmitigated Positive.	Personal Value	**Positives**
• *Very relevant to practice. Chance to explore self-awareness and how my Leadership style impacts on the team. (Al)* • *Given good tools for self-awareness. (Al)* • *Self-awareness and others in my team theories to put into practice. (Ca)*	Self-awareness Building.		
• *Very - looking at new ways of working. (Ca)*	New Ideas.		
• *Very relevant and informative, skills extremely transferrable. (Al)* • *Very good as I can use the things I have learned to improve my leadership style. (Ed)*	Transferable Skill Development.		
• *Highlighted the importance of Leadership to support your team. (Al)* • *I already have lead within the team so I feel it would also be beneficial if they undertook this course. (Ca)* • *Useful in relation to team intervention/dynamics and understanding personality types. (Al)*	Team Value.	Collective	
• *Relevant - perhaps done before but good for consolidation . (Ed)* • *Relevant, but I have undertaken a BTEC Level 5 Management course through my last Trust that covered everything. This is like a refresher. (Ed)*	Useful, But Familiar.		**Mitigated Positives**
• *I feel the relevance is slowly unpacking. I like the practical ideas of how to deal with situations. (Ed)* • *Quite relevant - need to read through it again. (Ca)*	Relevance Evolving.		
• *Not in my current role but has given me a good overview of the leadership model, and how useful the tools learned would be to put into practice. (Al)*	Interesting, But Not Directly Relevant.		

Note that in Figure 14, and as for all following figures pertinent to Day 2 activities, direct quotations in the 'Sample Evidence' column are also suffixed with an indicator of the venue at which the contributing participant undertook the training (Al = Allerdale; Ca = Carlisle; Ed = Eden). It is abundantly clear from these thematic breakdowns that the second day's training was received in much more affirmative terms than the first. While there are similar ranges of visibly positive and negative themes arising from the evaluations of Day 1 activities, the most negative that are voiced across the entire sample with respect to Day 2 can still, at worst, be conceptualised as "mitigated positives."

In Figure 15, a thematic breakdown of comments on the appropriateness of the level of content for Day 1's training is displayed.

Figure 15: Day 1, Appropriateness of Content.

Sample Data	Sub-Theme	Meta-Theme	
• *Yes very appropriate - a good introduction to the programme* • *Yes - i just wish my line manager were here to hear it!* • *Yes - gave a good overview and feel for the organisation*	Unmitigated Positive.	Personal Value	**Positives**
• *Yes - it was good to put faces to high level execs etc.* • *Met more than I expected.*	Networking.	Collective	
• *Content very informative and appropriate however it has been a very long day to take it all in.*	Quality vs. Quantity.	Content vs. Structure.	**Mitigated Positives**
• *Yes - some was repetitive.* • *Good balance of speakers vs. Having to do exercises which can sometimes be repetitive.*	Good but Repetitive.		
• *Some content was appropriate; some we need to know about but would not necessarily feature high on our priorities during day to day practice.*	Informativeness vs. Relevance.		
• *Less information overload.* • *A lot of information was given in the one day.*	Information Overload.	Planning	**Negatives**
• *Long day and concentration was waning towards the end of the day.* • *The day was very long.* • *Suggest shorter introduction about the trust as more leadership/management skills and approaches etc. Needed. I feel the information I got today could have been provided in less time.*	Excessive Duration		
• *I felt that as a "middle manager" the content of the course was above my level and understanding.* • *Some was, some wasn't to my level/role.* • *Some of course seemed above my level of knowledge.*	Some Aspects Overpitched.	Style	
• *Too much of being talked at, not enough interaction.* • *I felt that some more interactive activity would have helped cope with the amount of information given* • *More audience participation would have been good.*	Lack Of Interactivity		
• *Some bits very corporate.* • *It felt very corporate.*	Excessive 'Corporatism'	Content	
• *Many references to adult and mental health services would have liked more reference to children's services.*	Topically Over-Specific.		

In Figure 16, content level evaluations are presented from Day 2.

Figure 16: Day 2, Appropriateness of Content.

Sample Data	Sub-Theme	Meta-Theme	
• *Lots of informative content. (Al)* • *Right pitch. (Ed)* • *Yes it was set at the correct level. (Ed)* • *Very appropriate. (Ed)* • *Level of content appropriate. (Ca)*	Appropriate Content.		**Positives**
• *Yes - I liked the additional hand-outs that gave more details to the slides. (Ed)*	Good Materials.	Appropriate Delivery of Content.	
• *Yes - not overloaded, able to stay engaged. (Al)*	Good Balance.		
• *[Trainers] made an environment which was comfortable. (Ed)*	Good Delivery Level.		
• *Yes, content fine but maybe struggling a little towards the end of the day with the number of models and buzz words used. (Al)*	Information Saturation.	Content.	**Mitigated Positives**
• *On the whole, some stuff previously covered but refresh always good if difficult to attend to. (Ca)*	Useful Retread.		
• *Last session would be more beneficial earlier in the day. (Al)* • *More time spent on some sessions? (Ca)*	Timetabling of Sessions.		

As with training relevance, evaluation of the appropriateness of content on the second day of training was more affirmative than that on the first. While participants identified a range of problem issues with Day 1 in terms of style, content and planning (alongside a narrower range of strengths), the variety of themes pertaining to the content of Day 2 grouped exclusively into positives and mitigated positives.

The third qualitative question on the evaluation form requested that participants identify one key positive 'take-home' matter from their day's training. As one may well expect, the feedback provided thus anchors closely to the materials being conveyed. In Figure 17, the key positives drawn from Day 1 relate chiefly to the meta-themes of Propositional Knowledge Gained (i.e. new things learned) and likely Changes to Managerial Approach that could arise from the training. As regards the former, the key positives fell into three main categories: Understanding of CPFT's structures, the humanising of management pathways (i.e. gaining knowledge of whom upper management actually are) and the knowledge that personal professional managerial problems are often not unique, but experienced by others.

Figure 17: Day 1, Positives Drawn.

Sample Data	Sub-Theme	Meta-Theme
• *Better knowledge of the organisation and its vision.* • *Clear idea of the organisational structure.* • *Good to learn about the Board and how it works.*	Understanding of CPFT Structures and Values	**Propositional Knowledge Gained**
• *Positivity and networking links.* • *A clear recognition of the support available to support my role and that I am important to the Trust.* • *Good to know that Governors and Execs are on board with staff that want to provide a good quality service and help lead colleagues to do the same.* • *It was powerful to hear real leaders from the organisation talking about leadership.*	Humanising Managerial Pathways	
• *The problems affecting my department seem to be the same in other areas and are therefore widespread.* • *That all areas are expressing the same concerns and blocks to effective leadership.* • *That maybe senior management not always aware of problem on the front line.*	Better Contextualisation of Problems	
• *To try to adopt a democratic leadership style whilst considering the needs of the Trust.* • *Feeling that I need to influence the staff to improve their support of each other - work corporately.*	Think Holistically	**Change Approach**
• *To be proactive, not reactive.* • *Be positive and proactive.*	Be Proactive	
• *Question requests when prioritising pressured workload.* • *To have more freedom to challenge management.* • *The knowledge that I can challenge if I feel I need to.* • *Challenge the systems.* • *Not to be afraid to ask questions*	Be Ready and Able to Question	
• *Begin to think about what I can gain from this course and become more effective as a leader.* • *Prioritise and plan.* • *Put more time aside.* • *To make time to reflect and learn.* • *Reflect on own management styles and delivery.*	Planning and Reflection	
• *The John Lewis Model - staff views are valued.* • *Need to encourage patient response questionnaires. Need to continue to learn about higher management structure.* • *Targets in my area - feedback if we are meeting them.*	Encourage and Value Feedback	
• *The patient safety and good outcomes are the priorities.*	Define Priorities	
• *It's up to me to be part of developing a quality service.*	Self-Reliance	
• *Try to be a positive role model for my team.* • *Much better awareness of the role expected from a leader*	Be a Role-Model	
• *I must find out more about Clinical Commissioning Groups and influence*	**Awareness of Knowledge Shortfalls**	

As regards changing approaches, participants identified a number of themes they would take home from the day, not least the need to think holistically about leadership within the trust, the need to plan effectively and the value of proactivity.

The key positives from Day 2, shown in Figure 18, meanwhile, reflect a more obviously skills-based training programme.

Figure 18: Day 2, Positives Drawn.

Sample Data	Sub-Theme	Meta-Theme
• *The Myers Briggs questionnaire C team. Self-assessment tools to try. (Al)* • *Results from MBTI types. (Ed)* • *Myers Briggs personality traits, resilience and assertiveness. (Ed)* • *Self-awareness and Myers Briggs. (Al)*	Myers-Briggs	**Tools for Understanding Leadership**
• *When planning a new 'development', work in my role (creating new systems) I will use the Stakeholder model. (Al)* • *Circle of influence and mapping the stakeholders - will definitely implement these. (Ed)* • *Try to be more assertive, use a stakeholder map to try and solve an issue at work. (Ed)*	Stakeholder Model	
• *Circle of influence. (Al)* • *Circle of influence. (Ed)* • *Circle of influence and mapping the stakeholders - will definitely implement these. (Ed)*	Circle of Influence	
• *i-Resillience report and resilience sessions. (Ca)* • *Importance of my i-Resillience profile in relation to my management style. (Ed)*	i-Resilience	
• *Calm objective assertion with clear and specific goals/aims for the team. (Al)* • *Get better at organising, staff communication and establish staff learning. (Ed)*	Communication	**Skills**
• *Leadership styles and how to influence others. (Al)* • *Influence skills. (Ed)* • *Will look at influence model at next team meeting. (Ed)*	Influence	
• *Need to delegate and trust more. (Al)*	Delegation	
• *Thinking about how other people perceive me. (Ca)* • *A better understanding of the way I deal with other people and my management styles. (Ca)*	Reflection	
• *Becoming more assertive, while continuing to involve the team in developments to maintain engagement/buy in. (Ed)* • *Understanding self, enables understanding others - how important assertiveness is. (Ed)*	Assertiveness	
• *That no particular personality type makes the best manager. We are all different with our own strengths and qualities. (Al)*	Leadership Styles	**Realisations**
• *[Need to] understand people and personality - and my own, more. (Al)* • *Identify my strengths and weakness and be more clear about them. (Ca)* • *Highlighted some of my strengths and weaknesses, highlighted actions and need to take forward. (Ca)* • *Need to look at self and why I act as I do / how I can change. (Ed)*	Greater Self-Awareness	
• *"Rust out". (Ca)* • *Recognition of "passive". (Ca)*	Psychologies	
• *Resilience. (Al)* • *Actively work on improving my resilience and checking there are no signs off others that theirs is decreasing - i.e. more support. (Al)*	Resilience	**Aptitudes**
• *More awareness of team dynamics and more ideas for progressing change within teams. (Al)*	Contextual Awareness	
• *Increased awareness of culture. (Ca)*	Cultural Awareness	

Of particular import to participants was the use of the Myers-Briggs psychometric type indicator (see Bayne, 1997; Quenk, 2000) as a tool in self-assessment, plus a range of other devices and models for better understanding leadership roles and types. However, as shown, participants also felt that the sessions had helped develop key management skills (such as assertiveness and communication), management aptitudes (such as resilience) and also created realisations of specific developmental needs (such as that for greater self-awareness).

In Figure 19, feedback is displayed pertaining to participants' ideas on what might have been desirable additions to the Day 1 programme.

Figure 19: Day 1, Desirable Additions.

Sample Data	Sub-Theme	Meta-Theme	
• *No - a full day that was very well presented and organised.* • *Very comprehensive and informative.*	No Additions Necessary		**Positive**
• *[S]alad at lunch. Not just starchy foods which are lovely but not conducive to weight loss!*	Catering	Organisation	**Suggested**
• *A shorter lunch break to finish earlier as had a long way to travel* • *More short breaks and opportunities to stretch our legs.* • *[A] shorter lunch break would have been better and a coffee break during the morning session.* • *Comfort break in the morning.* • *More breaks - sessions too long at times* • *A toilet break in the morning is a must.*	Timetable Structure		
• *The smaller modules may prove to be more suitable/beneficial.*	Training Structure		
• *Less speakers - two half days maybe.* • *Less content - sat for long periods of time.*	Workload		
• *More interaction and group work.* • *More group work or seating in rows so easier to see the speakers.*	Interactivity		
• *Flu vacs - would have been a good opportunity!* • *Opportunity for flu clinic was declined - opportunity to capture a large staff group.*	Flu Clinic	Content	
• *Dealing with conflict and complaints.* • *More skills/info on leadership and management, more group sessions/ideas and discussion.* • *The difference between the various NHS Trusts/PCT's etc.*	Materials		

While some participants were universally positive about the day, a range of key suggestions were floated with respect to how it might have been improved. Foremost of these was the basic timetabling structure, and the need for more regular breaks to preserve comfort and

concentration. There were also suggestions relating to information overload (and that the day may have functioned better as two half-days), a need for more interactivity and a missed opportunity regarding the twinning of the day with a flu clinic.

Suggestions regarding desirable additions to the Day 2 programme (see Figure 20) were strongly weighted towards more practical issues. Some of the Allerdale-based participants voiced the need for better desk space to work on, while participants in Carlisle alluded to the need for a larger venue. Participants in Allerdale and Eden, meanwhile, drew attention to catering issues. In terms of content, meanwhile, response was very positive, with a few suggestions voiced pertaining to additional items that may have been included, or rebalancing in focus (see below).

Figure 20: Day 2, Desirable Additions.

Sample Data	Sub-Theme	Meta-Theme	
• *No it was a really good day - thank you. (Ed)* • *No, I thought the level and amount of content was about right. (Ed)*	No Additions Necessary		**Positive**
• *More drinking water. (Al)* • *Water in the room. (Al)* • *Healthier food options, less cakes, more fruit. (Ed)* • *Some fruit please for those of us watching our figures. (Ed)*	Catering	Organisation	**Suggested**
• *Desks. (Al)* • *A desk to rest on would be nice. (Al)* • *More space to move around in. (Ca)* • *[R]oom was too small and too warm. (Ca)*	Environment		
• *Day was full-on. (Ca)*	Workload		
• *More group work. (Ca)*	Interactivity		
• *More ways of taking it back to the workplace. (Ca)*	Practicality	Content	
• *Audio CD's. (Ca)* • *More personality assessment vs. management style. (Ca)* • *Action Learning Sets. (Ed)*	Materials		

Participants were finally asked if they had any additional comments on the training days. In Figure 21 data relating to Day1 is shown, while Figure 22 relates to feedback from Day 2. Both reflect an array of positive and negative concerns, and also some more neutral recommendation-type aspects.

Figure 21: Day 1, Additional Comments.

Sample Data	Sub-Theme	Meta-Theme	
• *Very informative and interesting day.* • *Thank you for a great, informative day.* • *I found the day very interesting especially due to the challenging times the NHS is now facing.* • *Great use of time, thanks.*	Unmitigated Positive.	Personal Value	**Positives**
• *It makes me feel better knowing every service appears to have the same problems - it's not just me.* • *[Knowing] that other areas have the same problems and it was just not my area as my manager would lead me to believe.* • *[G]ood to see what other services are experiencing - realising that all services are feeling the same!*	Contextualising		
• *Nice to talk to lots of different professionals in a leadership/management role. Has refuelled my enthusiasm to go and become a good/effective leader.* • *It was good to meet the senior management and Directors of the Trust.* • *Good networking opportunities.*	Networking.	Collective	
• *Stands at lunchtime very good and excellent refreshments!*	Catering	Practical	
• *I would recommend the Trust register with LinkedIn to facilitate communication with all levels of staff. Also consider an info@ email / website for general enquiries.*	e-Support	Materials	**Recommendations**
• *I would also like to have a diagram and photos of the other levels of management below the Board of Directors. It's really important to understand who the managers are and who the emails we receive are from.*	Networking		
• *It would have been good to meet as a large group to discuss if the people we have met today have had the same experience from the course.*	Follow-Up	Opportunities	
• *Sorry but the day was far too long and it was impossible to concentrate for that length of time and also was a lot to ask from people. Two half days would be better.* • *The morning was too long.*	Excessive Duration	Planning	**Negatives**
• *It would have been nice to get the opportunity to introduce everyone on the table and their background before starting any discussion.* • *Lunchtime could have been shorter for a shorter day* • *An hour would have been plenty for lunch and networking* • *A mid-morning break would have been helpful to increase attention levels etc. as it was a long time from the start of the day to lunch time.* • *Not enough breaks and sessions running into each other. Important to have regular breaks to increase alertness etc.*	Session Organisation		
• *Room was cold this morning.* • *Room was quite cold - would have been better to have a shorter lunch break.*	Environment		
• *Poor refreshments during AM session.* • *Room and coffee cold during morning.*	Catering		
• *Feel like the PM session lost its way!*	Topic Drift	Content	
• *We hope/expect to hear some feedback about the 'blocks' raised to effective leadership. There is a lack of training in some areas having an impact on the workplace, pressures and care provided i.e. male catheterisation, continence assessment and HCA administration of insulin.*	Focus		

Day 1 participants highlighted a range of core positive issues which revisit a number of themes previously discussed; the opportunities to contextualise their own professional lives and

network with others being particularly salient. Similarly, the more negative commentaries reinforce prior emergent themes relating to the organisation of the day, not least information saturation, the need for more breaks and more careful environmental monitoring. Some of the recommendations were very constructive, meanwhile; the opportunity for the group to meet and reflect on the training was mooted, as were mechanisms for aiding in the humanisation of upper-management and enhanced e-support to the programme.

Figure 22: Day 2, Additional Comments.

Sample Data	Sub-Theme	Meta-Theme	
• *This is a very worthwhile way to spend a day. Much more practical and relevant than other leadership courses I have done. (Al)* • *Very informative day - looking forward to next day of the programme. (Ed)* • *I have found Day 2 of this course very useful and informative and enjoyed the group exercises. (Ed)* • *I really enjoyed the course today, it was very informative. (Ed)* • *Thank you for such an informative and practical and enjoyable training session. (Ed)* • *Many thanks for a great day. Look forward to the rest of the programme. (Ed)* • *Excellent day - very informative. Gained valuable knowledge that can be transferred to practice - thank you. (Al)* • *Good venue and food, comfortable group, good size and not intimidating. (Ed)*	Unmitigated Positive.	Personal Value	**Positives**
• *Very good tutors - kept the interest very well - very informative. (Ed)* • *Good clear teaching - thank you. (Ed)*	Teaching		
• *Better use of Myers Briggs than the last time I did it. Facilitators able to give better guidance, explanations and examples. (Al)*	Skills		
• *Good to ask other leaders how they solve situations and how they react and manage others. (Al)* • *Liked going out of the room at times and changing group - especially working with 'someone not already working with'. (Ca)* • *Lots of small group interaction - very useful. Good to be able to liaise with people I work with directly. Ideal overall group size and excellent facilitators. Thank you. (Al)*	Networking	Collective	
• *A very good venue - easy accessible with excellent parking and very good facilities. (Ca)*	Venue	Practical	
• *Would like to have a table to work on, a long day to write on your knees. (Al)* • *Poor seating and no desks. (Al)* • *The room was too small for the number of attendees. (Ca)*	Environment	Planning	**Negatives**
• *[T]he quality of the food was poor. (Ca)*	Catering		

Additional comments regarding Day 2 showed a much broader range of positive themes and narrower array of negatives. Again, these were largely reinforcements of prior concerns[1], though the explicit praising of the trainers was more explicit herein. Negatives related to the sustained complaints from Carlisle and Allerdale relating to environment (though the venue at Carlisle was also praised in terms of its accessibility).

Given the organisation of the thematic analysis, it is now possible to synthesise the qualitative findings into two core tables. The first (Table 1) illustrates recurrent affirmative feedback on Days 1 and 2:

Table 1: Recurrent Positive Themes.

Day 1	Day 2
Corporate Awareness	Aptitude Development
Holistic Thinking	Networking Opportunities
Humanisation of Upper Management	Provision of Analytic Tools
Networking Opportunities	Self-Reflection
Organisational Knowledge	Managerial Skill Development
Proactivity and Planning	Strong Teaching
Understanding Personal Context	Team Skills Development

In Table 2, recurrent negative themes emerging from the feedback on Days 1 and 2 are displayed:

[1] Indicating that, in future analyses, "additional issues" should be analytically folded into the other four questions where possible.

Table 2: Recurrent Negative Themes.

Day 1	Day 2
Detachment from Practice	Catering Concerns (Al & Ca)
Environmental/Catering Concerns	Environment Concerns (Al & Ca)
Excessive Duration	Minor Information Overload
Information Overload	Some Repetition of Themes
Lack of Breaks	
Lack of Interactivity	
Overpitching of Materials	

In sum, it is evident in the range of themes identified that while the balance of issues regarding Day 1 was relatively even between the positive and the negative, and also between the practical and the pedagogical, the feedback on Day 2 exposed a much stronger array of positive themes and a narrower array of negatives. Moreover, with respect to Day 2, the negatives were dominantly practical (i.e. environmental and catering issues) and emergent from Allerdale and Carlisle, which also underscores the weaker quantitative ratings of Day 2 in terms of learning environment (see Figure 9 and Figure 10).

4. Summary and Conclusions.

The findings outlined above illustrate a number of important issues with respect to the participants' evaluations of the FIM programme thus far. Feedback was, in general, highly positive, and more so regarding Day 2 than Day1. Themes of note include:

4(i). Macro and Micro Information.

Although many participants gave positive feedback about the capacity of the Day 1 sessions to help contextualise their role within a broader organisation, and to humanise upper management, the more micro role-focused training of Day 2 was more broadly popular. This is also mirrored in some participants' quantitative and qualitative concerns regarding the practice-applicability of the Day1 training. Given the practice-oriented composition of the participant sample, however, such a trend is perhaps unsurprising.

4(ii). Balance and Overload.

Participants drew a great deal of attention to the "pacing" of sessions, and the need to balance information against time to digest it. Recurrent requests for more regular breaks, or for days to be broken into two shorter sessions on different days, are strong features of the qualitative data. However, one must be mindful that such requests do, in themselves, raise difficulties pertaining to fitting in all the information or the timetabling of a greater number of events.

4(iii). Direct and Interactive Learning.

It was clear from much of the feedback that a preference for interactive and group work prevailed over the more direct learning approach. This would, again, partly explain the greater satisfaction with Day 2 activities, which lent themselves more obviously to collaborative and reflective modes of learning.

4(iv). Learning Environment.

Although the topics and materials of the training were the priority concern in all feedback, a dissatisfaction with the physical environment in two of the venues on Day 2 were enough to affect overall feedback statistics to a noteworthy degree. Putatively small issues such as suitable desks, room temperature, cold coffee and healthy eating options repeatedly informed qualitative feedback. To this extent, learning environment can be evaluated as much by the environment as by the learning.

4(v). Level and Focus of "Pitch."

Given the heterogeneity of the participant sample, it is perhaps surprising how scarcely complaints relating to the level and focus of the training occur in the data corpus. Clearly, one of the major successes of the FIM programme thus far has been in "finding the level" appropriately. While more participants felt out-of-their-depth on Day 1 than 2, there was broad statistical and qualitative agreement that the pitching was highly effective. There were some matters voiced relating to the programme being more oriented to work within adult care services than those for children, but it would be surprising if any such initiative could please every single professional in a large audience.

The provisional evaluative categories developed in this interim analysis will now carry forward as the foundation upon which the final evaluation (integrating participant interview and survey data) will be built in 2013.

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Appendix 1: Session Evaluation Form.

Cumbria Partnership NHS
NHS Foundation Trust

FOUNDATION IN MANAGEMENT AND LEADERSHIP PROGRAMME
EVALUATION FORM – Day 2

DATE:							
1. Did you find the sessions informative?	(Not at all)	1	2	3	4	5	(Definitely)
2. Did you find the course materials relevant?	(Not at all)	1	2	3	4	5	(Definitely)
3. Do you feel clear on the programme session objectives?	(Poor)	1	2	3	4	5	(Excellent)
4. The quality of facilitation and general manner when dealing with the group was…	(Poor)	1	2	3	4	5	(Excellent)
5. Did you find the environment suitable and conducive to learning?	(Not at all)	1	2	3	4	5	(Definitely)
6. How relevant do you feel that this training has been in relation to your current job role?							
7. Do you feel that the level of the content was appropriate, if not what would you suggest?							
8. Can you identify at least one thing that you will take away from this day? *(You can include more than one if you wish to)*							
9. Is there anything else that you would have liked to have seen included in the day?							

Additional Comments

.....

.....

.....

Thank you for taking the time to complete this form.

Please leave completed forms following completion of the day or return to Victoria Angel at The Learning Network, Voreda, Portland Place, Penrith, CA11 7QQ

Page 1 of 1

Appendix 2: Full Quantitative Data Set.

Appendix 2(i): Day 1.

Table 3: Did you find the sessions informative?

1	2	3	4	5
0	1	6	35	23
0.00%	1.54%	9.23%	53.85%	35.38%

Table 4: Did you find the course materials relevant?

1	2	3	4	5
0	1	11	30	23
0.00%	1.54%	16.92%	46.15%	35.38%

Table 5: Do you feel clear on the programme session objectives?

1	2	3	4	5
0	3	8	34	20
0.00%	4.62%	12.31%	52.31%	30.77%

Table 6: The quality of facilitation and general manner when dealing with the group was...

1	2	3	4	5
0	1	6	29	29
0.00%	1.54%	9.23%	44.62%	44.62%

Table 7: Did you find the environment suitable and conducive to learning?

1	2	3	4	5
1	2	6	29	27
1.54%	3.08%	9.23%	44.62%	41.54%

Appendix 2(ii): Day 2.

Table 8: Did you find the sessions informative?

	1	2	3	4	5
ALLERDALE	0	0	0	4	10
CARLISLE	0	0	1	12	7
EDEN	0	0	0	3	12
Total	0	0	1	19	29
%	0.00%	0.00%	2.04%	38.78%	59.18%

Table 9: Did you find the course materials relevant?

	1	2	3	4	5
ALLERDALE	0	0	1	3	10
CARLISLE	0	0	1	12	7
EDEN	0	0	0	6	9
Total	0	0	2	21	26
%	0.00%	0.00%	4.08%	42.86%	53.06%

Table 10: Do you feel clear on the programme session objectives?

	1	2	3	4	5
ALLERDALE	0	0	0	4	10
CARLISLE	0	0	1	13	6
EDEN	0	0	0	8	7
Total	0	0	1	25	23
%	0.00%	0.00%	2.04%	51.02%	46.94%

Table 11: The quality of facilitation and general manner when dealing with the group was…

	1	2	3	4	5
ALLERDALE	0	0	0	1	13
CARLISLE	0	0	1	12	8
EDEN	0	0	0	2	13
Total	0	0	1	15	34
%	0.00%	0.00%	2.04%	30.61%	69.39%

Table 12: Did you find the environment suitable and conducive to learning?

	1	2	3	4	5
ALLERDALE	1	3	3	6	1
CARLISLE	0	5	10	4	2
EDEN	0	0	0	3	12
Total	1	8	13	13	15
%	2.04%	16.33%	26.53%	26.53%	30.61%