



Department  
for Education

# Evaluation of the 16-19 Tuition Fund

Implementation and process evaluation  
report – Appendix

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Raynette Bierman, Susan Mackay, Irene  
Soriano Redondo: Ipsos UK



Government  
Social Research

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# Appendix A: Evaluation Framework and sampling

## Evaluation framework

The table below sets out the proposed evaluation framework. The evaluation framework brings together elements of the Theory of Change (ToC) set out in Chapter 1 of the report and the key evaluation questions (KEQs) set out in Chapter 2 to map the evaluation questions to data sources. Its development was informed by:

- The requirements set out in the initial specification for the evaluation.
- Findings from familiarisation consultations with those involved in the design of the 16-19 Tuition Fund and related policy context.
- A desk review of programme documentation and opt in/out monitoring information.
- The logic model that forms part of the ToC for the 16-19 Tuition Fund.

The evaluation framework was used to inform the development of data collection tools, including the institution and student surveys and discussion guides for the case studies.

The evaluation framework depicted the anticipated primary and secondary data sources that would be used to generate/gather evidence to answer the specified questions. This included the following data sources:

- Analysis of opt-in/out data provided by DfE/EFSA.
- Survey of institutions, both those who opted in and out.
- Survey of students receiving tuition.
- Case studies including:
  - Interviews with senior leaders in the institutions.
  - Interviews/focus groups with teachers/tutors.
  - Focus groups with students attending tuition.
  - Student diaries, providing rich data on their experiences of tuition.
- Education datasets i.e. Individualised Learner Record (ILR) and National Pupil Database (NPD).

**Table 1: Evaluation framework**

KEQ	ToC Activity / Process	Output / Outcome	Evaluation sub-questions	Opt in/out data	Institution survey	Student survey	School leader interviews	Tutor/ teacher interviews	Student groups / diaries	ILR/ NPD
KEQ1. How has the Tuition Fund been used by institutions?	Disbursement of funds	Value of funding disbursed, spent and carried over from one year to another (£)	<ul style="list-style-type: none"> <li>How much funding was disbursed?</li> <li>Was there any roll over or under-spend from the fund and how was this managed?</li> </ul>	✓	✓		✓			
KEQ1.	Selection of tuition topics, incl. accounting for the needs of students with SEND	Number and profile of institutions delivering tuition in: <ul style="list-style-type: none"> <li>English; Maths; Other academic or vocational subjects</li> <li>Skills for adulthood</li> <li>Pastoral support</li> </ul>	1a. What additional support did institutions use the fund for? <ul style="list-style-type: none"> <li>What subjects were covered by the fund?</li> <li>What activities were covered e.g. pastoral, enrichment?</li> </ul>		✓	✓	✓	✓	✓	
KEQ1.	Use of existing staff and/or recruitment of new staff  Commissioning of third party provider(s) (where necessary)  Training of staff (where necessary)	Number and profile of staff delivering tuition, incl. number recruited	1b. How was the Fund spent? <ul style="list-style-type: none"> <li>Was the fund spent on existing staff wages, bringing in new staff or third-party tuition?</li> <li>Has the fund resulted in any changes to staff recruitment practices?</li> </ul> 1d. Who delivered the small group tuition? <ul style="list-style-type: none"> <li>Did institutions use external tutoring services or internal staff?</li> <li>How did institutions ensure staff had the appropriate skills/knowledge/experience?</li> <li>How did they ensure quality of provision?</li> </ul>		✓		✓	✓		

KEQ	ToC Activity / Process	Output / Outcome	Evaluation sub-questions	Opt in/out data	Institution survey	Student survey	School leader interviews	Tutor/ teacher interviews	Student groups / diaries	ILR/ NPD
KEQ1.	Delivery of tuition Timetabling of tuition and activities Identification of teaching space / venues	Number and profile of institutions delivering 1:1 vs small group tuition, and range of group sizes  Frequency, length & amount (i.e. hours) of tuition delivered	1c. How did they deliver tuition in practice? <ul style="list-style-type: none"> <li>• What size were the groups?</li> <li>• How was this decided?</li> <li>• How well did this work?</li> <li>• How did they manage this day to day alongside usual teaching?</li> </ul>		✓	✓	✓	✓	✓	
KEQ2. How has the Tuition Fund been supporting eligible students?	Identification and selection of eligible students based on low prior attainment and/or economic disadvantage	Number and profile of students receiving tuition	2a. Which students did institutions target funding towards, how were these students identified and why?		✓		✓			
KEQ2.	Engagement of students	Number and profile of students who engage in tuition vs those who do not	2b. Which students have engaged most/least with small group tuition?		✓		✓	✓		
KEQ2.	Engagement of students	Number and profile of students who engage in tuition vs those who do not	2c. What barriers and enablers have students experienced around engaging with small group tuition? And how can these be overcome? 2d. For those students who were most challenging to engage, what further support do they need? How would this best be delivered?			✓		✓	✓	
KEQ2.	Selection of funding allocation and eligibility criteria via proxy	Number and profile of eligible 16-19 institutions and students	2e. Do institutions feel that the right students were targeted? If not, why was that the case? Which other students could have been prioritised to receive the additional support?	✓	✓		✓	✓		

KEQ	ToC Activity / Process	Output / Outcome	Evaluation sub-questions	Opt in/out data	Institution survey	Student survey	School leader interviews	Tutor/ teacher interviews	Student groups / diaries	ILR/ NPD
	measures for disadvantage  Calculation of funding allocations									
KEQ2.		Improved educational offer through tailored tuition  Enhanced skills, knowledge & expertise to respond to the needs of disadvantaged students, incl. those with SEND  Changes in institutions' behaviour (i.e. sustainable provision of small group tuition beyond the Fund's lifespan)  Changes in workforce, incl. increased amount of teachers delivering tuition	2f. What is the perceived impact of the support for institutions?		✓		✓	✓		
KEQ2.		Improved attainment  Recovered learning disrupted by COVID-19	2f. What is the perceived impact of the support for students?  2g. What is the perceived impact of the Tuition Fund on different types of students in terms of their attainment and addressing lost learning caused		✓	✓	✓	✓	✓	

KEQ	ToC Activity / Process	Output / Outcome	Evaluation sub-questions	Opt in/out data	Institution survey	Student survey	School leader interviews	Tutor/teacher interviews	Student groups / diaries	ILR/NPD
		<p>Improved academic skills (i.e. sitting exams)</p> <p>Improved attendance, retention and engagement; reduced dropout</p> <p>Personal development outcomes (e.g. improved confidence, motivation, development of life-skills)</p> <p>Improved wellbeing</p> <p>Improved transition to adulthood</p>	by Covid-19? How can this be demonstrated?							
KEQ3. How can the Tuition Fund be improved for future years?	Delivery of tuition		3a. What barriers and opportunities did institutions face (if any) in providing the support from Tuition Fund? Were these resolved, and how?		✓		✓	✓		
KEQ3.	Development of digital opt-in form, process and guidance for use of funding		3b. How could the Tuition Fund be improved?		✓		✓	✓		
KEQ3.	Other / additional provision		3c. What other areas of support do institutions feel they need to help students catch up with lost learning due to the pandemic?		✓	✓	✓	✓	✓	



KEQ	ToC Activity / Process	Output / Outcome	Evaluation sub-questions	Opt in/out data	Institution survey	Student survey	School leader interviews	Tutor/ teacher interviews	Student groups / diaries	ILR/ NPD
KEQ4. What is the impact of the Tuition Fund on educational attainment outcomes?		Improved attainment	4a. What is the impact of the Tuition Fund on educational attainment outcomes?			✓			✓	✓
KEQ5. Does the impact of the Tuition Fund vary by subject?		Improved attainment	5a. Does the impact of the Tuition Fund differ by English, maths, other significant subject areas?			✓			✓	✓
KEQ6. Does the impact of the Tuition Fund differ by institution characteristics and student characteristics?		Improved attainment	6a. Does the impact of the Tuition Fund differ by institution characteristics: Ofsted rating, type of institution, institution size, NUTS1 geographic region?  6a. Does the impact of the Tuition Fund differ by student characteristics: prior attainment, disadvantage (e.g., IoD or prior FSM), special educational needs or disabilities (SEND), English as an additional language (EAL), ethnicity and gender?			✓			✓	✓

## Sample breakdowns

The table below provides a breakdown of the institutions that participated in the institution survey.

**Table 2: Institution survey respondents**

	Count (total=254)	Percentage
<b>Institution type (GIAS)</b>		
Academies	101	40%
Colleges	52	20%
LA-maintained schools	32	13%
Independent learning provider	25	10%
Free schools	15	6%
Special Post-16 Institutions (SPI)	14	6%
Local authorities	8	3%
Universities	4	2%
Other	3	1%
<b>Region (GIAS)</b>		
East of England	23	9%
East Midlands	16	6%
Greater London	40	16%
North East	12	5%
North West	31	12%
South East	41	16%
South West	25	10%
West Midlands	30	12%
Yorkshire and Humber	24	9%
N/A	12	5%
<b>Geographic type (survey responses)</b>		
Large city	74	29%
Small city or town	100	39%
Suburb near a large city	33	13%

Rural area	30	12%
Coastal community	12	5%
Don't know	5	2%
<b>Institution size (survey responses)</b>		
Less than 1,000 students	120	47%
1,000 to 2,000 students	95	37%
More than 2,000 students	33	13%
Don't know	6	2%

The table below provides a breakdown of the students that completed the student survey.

**Table 3: Student survey respondents**

	Count (total=491)	Percentage
<b>Age</b>		
16-17	250	51%
18-19	178	36%
20+	46	9%
No answer	17	3%
<b>Gender</b>		
Female	259	53%
Male	210	43%
Non-binary	6	1%
In another way	3	1%
Prefer not to say	13	3%
<b>Ethnicity</b>		
White	348	71%
Asian or Asian British	39	8%
Black, Black British, Caribbean or African	41	8%
Mixed or multiple ethnic groups	28	6%
Other ethnic group	10	2%
Don't know / Prefer not to say	25	5%

<b>Year</b>		
First year	292	59%
Second year	143	29%
Other	56	11%
<b>Caring responsibilities</b>		
Yes – I help/helped look after someone in my household	56	11%
Yes – I help/helped look after someone outside of my household	21	4%
No	363	74%
Don't know	33	7%
Prefer not to say	26	5%

The table below provides a breakdown of the case studies.

**Table 4: Case study breakdown**

	<b>Count (total=18)</b>
<b>Institution type (GIAS)</b>	
Academies	6
Colleges	9
LA-maintained schools	2
Special Post-16 Institutions (SPI)	1
<b>Region (GIAS)</b>	
East of England	1
East Midlands	2
Greater London	2
North East	2
North West	4
South East	4
South West	0
West Midlands	3
Yorkshire and Humber	0

# Appendix B: Survey tools

## Institution survey

### 1.1 Welcome

**WELCOME**  
**SHOW ALL**

**Thank you for taking part in this survey.**

Ipsos UK has been appointed by the Department for Education (DfE) to evaluate the 16-19 Tuition Fund. You are being invited to take part in this survey as part of the evaluation because your institution was eligible to opt into the 16-19 Tuition Fund.

- We're interested in hearing from institutions who have opted into and received 16-19 Tuition Funding for the 2021/22 academic year, as well as those who have not.
- The feedback you provide will be used to inform the evaluation and future delivery of the 16-19 Tuition Fund.
- It will take between 5 and 15 minutes to complete (depending on the extent of your engagement with the fund).
- It is being carried out in accordance with the MRS Code of Conduct.
- Your responses will be used for the purposes of the evaluation only.
- We will ask for your permission to match some of your responses to administrative datasets (e.g. the National Pupil Database and Individualised Learner Record) to help us understand the impact of the programme on educational attainment. You can still participate if you do not give permission for this.
- If you would like to read our Privacy Notice or learn more about the survey, a copy is available [here](#).
- If you have any questions, please contact us at [UK-PA-tuitionfundevaluation@ip-sos.com](mailto:UK-PA-tuitionfundevaluation@ip-sos.com).

**By clicking “Next” you agree to give your views.** It is up to you whether you take part, and you can change your mind at any time.

## 1.2 SECTION A: Intro

### INST\_TYPE

ASK ALL

SINGLE CODE

Which of the following best describes your institution? Please select one.

1. Academy
2. Agricultural and Horticultural College
3. Art and Design College
4. Free School
5. Free School 16-19
6. General FE and Tertiary
7. Higher Education Provider
8. Independent Learning Provider
9. Local Authority maintained school
10. School Sixth Form
11. Sixth Form College
12. Special Post-16 Institution (SPI)
13. Specialist Designated College
14. Studio School
15. University Technical College
16. Other (please specify)

### ROLE

ASK ALL

SINGLE CODE

Which of the following best describes your main job role? Please select one.

1. Headteacher / Deputy Headteacher
2. Middle leader
3. Subject teacher / Lecturer
4. Tutor
5. Other support staff
6. Other (please specify)

### TUITION FUND

ASK ALL

SINGLE CODE

Please confirm whether your institution delivered 16-19 Tuition Fund activities as part of receiving funding from the 16-19 Tuition Fund. Please select one.

1. Yes, in the 2020/21 academic year only
2. Yes, in the 2021/22 academic year only
3. Yes, in both the 2020/21 and 2021/22 academic years
4. No, we have never received funding from the 16-19 Tuition Fund **[SKIP TO SECTION E]**

**CARRYOVER**

**ASK IF TUITION FUND =1 or 3**

**SINGLE CODE**

**Did your institution use carry over funding from 2020/21 16-19 Tuition Fund in the 2021/22 academic year? Please select one.**

1. Yes
2. No
3. Don't know

**1.3 SECTION B: Tuition delivered in the 2021/22 academic year**

**SECTION B INTRO**

**SHOW IF TUITION FUND=2 or 3**

**OR**

**IF TUITION FUND=1 AND CARRYOVER=1**

**We would like to know more about how your institution is using the 16-19 Tuition Fund during the current 2021/22 academic year. This includes funding received from the 2021/22 fund and/or carry over from 2020/21.**

**SUBJECT**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1MULTI CODE**

**Which of the following subjects / courses / activities is your institution using the 16-19 Tuition Fund for? Please select all that apply.**

1. English
2. Maths
3. Vocational courses
4. Pastoral activities
5. Other academic subjects
6. Other non-academic subjects
7. Don't know

**ENGLISH\_MATHS**

**ASK IF SUBJECT=1 OR 2**

**MULTI CODE**

**Which of the following levels is your institution using the 16-19 Tuition Fund for? Please select all that apply.**

**SHOW IF SUBJECT=1**

1. Foundation and/or Level 1 English
2. Level 2 English

3. Level 3 English

SHOW IF SUBJECT=2

1. Foundation and/or Level 1 Maths

2. Level 2 Maths

3. Level 3 Maths

4. Don't know

### VOCATIONAL

ASK IF SUBJECT=3

SINGLE CODE

Which vocational course(s) is your institution using the 16-19 Tuition Fund for?

Please select all that apply.

1. Agriculture

2. Engineering

3. Health and Social Care

4. Performing Arts

5. Building and Construction

6. Hospitality and Catering

7. Sport

8. Leisure and Recreation

9. Digital technology

10. Childcare

11. Hair and beauty

12. Motor vehicle and transport

13. Other (please specify)

14. Don't know

### PASTORAL

ASK IF SUBJECT=4

SINGLE CODE

Which pastoral activities is your institution using the 16-19 Tuition Fund for?

Please select all that apply.

1. Mental health support e.g. counselling

2. Wellbeing support e.g. mindfulness

3. Mentoring

4. Preparation for higher education

5. Preparation for independent living

6. Enrichment activities e.g. museum visits

7. Other pastoral support to help students recover from the effects of the pandemic on their education (please specify)

8. Don't know



**OTHER ACADEMIC**  
**ASK IF SUBJECT=5**  
**MULTI CODE**

**Which other academic subject(s) is your institution using the 16-19 Tuition Fund for? Please select all that apply.**

1. Accounting
2. Applied Sciences
3. Art, Design and Photography
4. Biblical Studies
5. Biology
6. Business
7. Chemistry
8. Classical Studies
9. Computer Science
10. Drama
11. Economics
12. Engineering
13. Environmental Science
14. Film Studies
15. Finance
16. Health and/or Social Care
17. History
18. Geography
19. Classical Languages
20. Modern Languages
21. Physics
22. Politics
23. Psychology
24. Sociology
25. Music
26. Other (please specify)
27. Don't know

**NON ACADEMIC**  
**ASK IF SUBJECT=6**  
**MULTI CODE**

**Which non-academic subject(s) is your institution using the 16-19 Tuition Fund for? Please select all that apply.**

1. Study skills
2. Exam preparation
3. Employability skills
4. Employment, apprenticeships, or work experience
5. English to Speakers of Other Languages (ESOL) courses
6. Other (please specify)
7. Don't know

**DELIVERY**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE**

**Are Tuition Fund activities being delivered one-to-one or in groups? Please select one.**

1. One-to-one only
2. Groups only
3. One-to-one for some students and groups for other students
4. A mix of one-to-one and groups for the same students

**GROUP MIN**

**ASK IF DELIVERY=2, 3 or 4**

**NUMERIC BOX**

**SHOW ON SAME PAGE**

**Please think about the group sizes that Tuition Fund activities have been delivered in so far in the current academic year.**

**What was the smallest number of students per group?**

1. [NUMERIC BOX – min. 2, max. 1,000]
2. Don't know

**GROUP MAX**

**ASK IF DELIVERY=2, 3 or 4**

**NUMERIC BOX**

**SHOW ON SAME PAGE**

**What was the largest number of students per group?**

1. [NUMERIC BOX – min. 2, max. 1,000]
2. Don't know

**GROUP SIZE**

**ASK IF DELIVERY=2, 3 or 4**

**SINGLE CODE**

**On average, how many students are in a Tuition Fund group? Please select one.**

1. 2-3
2. 4-5
3. 6-7

4. 8-9
5. 10-15
6. 16-20
7. 21 or more
8. Whole classes
9. Whole year groups
10. Don't know

#### **FREQUENCY**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**MULTI CODE**

**How frequently do Tuition Fund activities typically take place? Please select all that apply.**

1. Daily
2. Several times a week
3. Weekly
4. Fortnightly
5. Monthly
6. One-off
7. Don't know

#### **LENGTH**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**MULTI CODE**

**How long do Tuition Fund sessions typically last for? Please select all that apply.**

1. 15 minutes
2. Half an hour
3. 1 hour
4. 1.5 hours
5. 2 hours
6. 2.5 hours
7. 3 or more hours
8. A full school or college day
9. Don't know

#### **HOURS**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

## **SINGLE CODE**

**On average, how many hours of Tuition Fund support / activities do students typically receive in total? Please select one.**

1. 1 hour
2. 2--5 hours
3. 6--9 hours
4. 10-15 hours
5. 16-20 hours
6. 21 or more hours
7. Don't know

## **QUALITY**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE – GRID**

**Thinking about the support delivered through the 16-19 Tuition Fund, to what extent are you satisfied or dissatisfied with...**

**Please select one for each row.**

## **ROWS**

1. The quality of tuition
2. The alignment of tuition with teaching and the curriculum
3. Tutor relationships with students
4. Tutor relationships with teachers and lecturers

## **COLUMNS**

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied
6. Don't know

## **1.4 SECTION C: Students receiving tuition, including perceived impact**

**SECTION C INTRO**

**SHOW IF TUITION FUND=2 or 3**

**OR**

**IF TUITION FUND=1 AND CARRYOVER=1**

For the following questions, please think about the students receiving tuition through the 16-19 Tuition Fund during the current 2021/22 academic year.

**RECEIVED**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

Please complete the relevant boxes below to indicate how many students have received tuition within the 2021/22 academic year to date and how many you expect to have received tuition by the end of the 2021/22 academic year. Please do not include tuition delivered in 2020/21.

	Total	Tick boxes for 'Don't know'
How many students have <u>received</u> tuition through the 16-19 Tuition Fund during the 2021/22 academic year to date?		
Approximately how many students <u>in total</u> do you expect to have received tuition through the 16-19 Tuition Fund by the end of the 2021/22 academic year?	<b>MUST BE EQUAL TO OR HIGHER THAN RESPONSE PROVIDED ABOVE</b>	

**SELECTION**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**MULTI CODE**

**What kinds of students have been offered support through the 16-19 Tuition Fund? Please select all that apply**

1. Students who have not achieved a grade 4 or 5 in English and/or maths
2. Students from an economic disadvantaged background
3. Students with special educational needs or disabilities (SEND)
4. Students who are behind in their learning as a result of the Covid-19 pandemic
5. Students with mid-high prior attainment
6. Students with English as an additional language (EAL)
7. Other vulnerable students e.g., carers, those who have been in care
8. Students who are likely to engage with tuition
9. Students with lower academic ability than teacher assessed grades suggest
10. Other (please specify)

## **OUTCOMES**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE – GRID**

**To what extent do you agree or disagree that activities delivered by your institution through the 16-19 Tuition Fund will contribute to the following outcomes for students? Please select one for each row.**

## **ROWS**

1. Improved educational attainment
2. Reduction in the attainment gap between disadvantaged students and their peers
3. Recovered learning that was disrupted by COVID-19
4. Improved academic skills (such as sitting exams)
5. Improved attendance
6. Improved confidence
7. Improved motivation to learn
8. Improved wellbeing
9. Improved transition to adulthood
10. Improved aspirations e.g., for future study or career

## **COLUMNS**

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know

## **UNEXPECTED1**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**OPEN ENDED**

**Has the 16-19 Tuition Fund had any unexpected consequences for your students (positive or negative)? Please be as specific as you can.**

1. OPEN ENDED TEXT BOX

## **1.5 SECTION D: Resources for delivering tuition**

### **SECTION D INTRO**

**SHOW IF TUITION FUND=2 or 3**

**OR**

**IF TUITION FUND=1 AND CARRYOVER=1**

**The next questions ask about the resources required to deliver the tuition.**

### **STAFF**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**MULTI CODE**

**Who delivered the tuition? Please select all that apply.**

1. Permanently employed teachers/lecturers
2. Teaching assistants
3. Former teachers or lecturers who have retired/left the profession
4. Supply teachers/lecturers
5. Tutoring agencies
6. Private tutors
7. Trainees/unqualified teachers
8. Graduates
9. Other (please specify)
10. Don't know

### **CAPACITY1**

**ASK IF ROLE 1 OR 2**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE**

**To what extent would you agree that there is sufficient capacity within your institution to deliver activities funded by the 16-19 Tuition Fund? Please select one.**

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know

### **CAPACITY2**

**ASK IF ROLE 1 OR 2**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE**

**To what extent has the workload of the teaching staff within your institution increased or decreased as a result of delivering activities funded by the 16-19 Tuition Fund?**

1. Greatly increased
2. Increased
3. Neither increased or decreased
4. Decreased
5. Greatly decreased
6. Don't know

**SKILLS**

**ASK IF ROLE 1 OR 2**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE**

**To what extent would you agree that staff delivering tuition through the 16-19 Tuition Fund have the appropriate skills and experience? Please select one.**

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know

**MONITORING**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**MULTI CODE**

**What processes are in place to monitor the quality and delivery of the 16-19 Tuition Fund activities? Please select all that apply.**

1. Training for tutors / teachers
2. Monitoring of students receiving tuition
3. Tracking of students' attainment outcomes where they have received tuition
4. Monitoring of frequency, length and types of sessions delivered
5. Feedback from tutors
6. Feedback from students
7. Feedback from teachers
8. Teaching observations
9. Formal performance reviews
10. Other (please specify)
11. No quality review processes in place



12. Don't know

### **INSTBENEFITS**

**ASK IF ROLE 1 OR 2**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE – GRID**

**To what extent has the 16-19 Tuition Fund contributed to the following benefits for your institution? Please select one for each row.**

### **ROWS**

1. Improved educational offer through tailored tuition
2. Improved skills, knowledge and expertise of staff to deliver tuition
3. Improved skills, knowledge and expertise of staff to respond to the needs of disadvantaged students and students with low prior attainment
4. Improved skills, knowledge and expertise of staff to support students with special educational needs or disabilities (SEND)
5. Increased capacity to deliver tuition

### **COLUMNS**

1. To a great extent
2. To some extent
3. Hardly at all
4. Not at all
5. Don't know

### **UNEXPECTED2**

**ASK IF ROLE 1 OR 2**

**ASK IF TUITION FUND= 2 OR 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**OPEN ENDED**

**Has the 16-19 Tuition Fund had any unexpected consequences for your institution (positive or negative)? Please be as specific as you can.**

1. OPEN ENDED TEXT BOX

## 1.6 SECTION E: Institutions who did not opt into the Tuition Fund

### SECTION E INTRO

SHOW IF TUITION FUND=1 or 4

We are interested in the reasons for not opting in to the 16-19 Tuition Fund for the 2021/22 academic year.

### WHY NOT

ASK IF TUITION FUND=1 or 4

MULTI CODE

Why did you opt out of the 2021/22 16-19 Tuition Fund? Please select all that apply.

1. Had underspend / carry over from 2020/21 academic year still to use
2. Funding allocation was too low to be worthwhile
3. Low number of eligible students
4. Administrative burden associated with opting-in / managing the funding
5. Capacity constraints to deliver tuition – staff time
6. Capacity constraints to deliver tuition – space / equipment
7. Funding allocation was announced too late
8. Didn't realise that funding could be used to support non-academic activities for students with special educational needs or disabilities (SEND)
9. Low levels of need for tuition amongst students
10. Low levels of demand for tuition amongst students
11. Had sufficient provision in place to support students to recover lost learning due to COVID
12. Other reason (please specify)
13. Don't know

### MOST IMPORTANT

ASK IF MORE THAN ONE CODE SELECTED FOR WHY NOT

SINGLE CODE

Of the reasons provided for opting out of the 2021/22 Tuition Fund, which was the most important? Please select one.

1. List of responses selected for WHY NOT

## 1.7 SECTION F: Additional provision

### OTHER PROVISION

ASK ALL

MULTI CODE

What (if any) additional provision has your institution put in place during the 2021/22 academic year to support 16-19 year old students to recover lost learning due to COVID? Please select all that apply.

1. Additional online classes during term time
2. Additional in-person classes during term time
3. Additional hours of learning outside term time (including summer school)
4. Pre-recordings of practical demonstrations that students can access
5. Collaborative projects with employers / industry
6. Personal and / or social development / enrichment activities
7. One-to-one reviews, tutorials, mentoring or pastoral support
8. Group reviews, tutorials, mentoring or pastoral support
9. Support for mental health and / or wellbeing
10. Other (please specify)
11. No additional provision in place
12. Don't know

## **SUPPORT NEEDS**

**ASK ALL**

**OPEN ENDED**

**What further support (if any) does your institution need to help students with lost learning due to the pandemic?**

1. OPEN ENDED TEXT BOX

## **1.8 SECTION G: Fund processes**

**SECTION E INTRO**

**SHOW ALL**

**We are interested in your views about the process for opting in or out of the 16-19 Tuition Fund, including the information and guidance about the Fund.**

**FUNDPROCESS1**

**ASK ALL**

**SINGLE CODE**

**Overall, how satisfied or dissatisfied were you with the process for opting in / out of the 2021/22 16-19 Tuition Fund? Please select one.**

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied
6. Don't know – was not involved in the process

**FUNDPROCESS2**

**ASK IF TUITION FUND=2 or 3**

**SINGLE CODE**

**Overall, how satisfied or dissatisfied are you with the DfE's reporting and assurance processes for the 16-19 Tuition Fund funding received by your institution? Please select one.**

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied
6. Don't know – was not involved in the process

### **FUNDPROCESS3**

**ASK IF FUND PROCESS1=4 or 5 OR FUND PROCESS2=4 or 5**

#### **OPEN ENDED**

**How could these processes be improved? Please be as specific as you can.**

1. OPEN ENDED TEXT BOX

### **GUIDANCE1**

**ASK ALL**

**SINGLE CODE**

**How clear was the information and guidance about the 16-19 Tuition Fund? Please select one.**

1. Very clear
2. Clear
3. Neither clear nor unclear
4. Unclear
5. Very unclear
6. Don't know

### **GUIDANCE2**

**ASK IF GUIDANCE1=4 or 5**

**OPEN ENDED**

**What changes would improve the information and guidance about the 16-19 Tuition Fund?**

1. OPEN ENDED TEXT BOX
2. Don't know

### **ELIGIBILITY1**

**ASK ALL**

**SINGLE CODE**

**The 16-19 Tuition Fund in academic year 2021/22 is for students who:**

- Have not achieved a grade 4 or 5 in English and/or maths
- Have achieved a grade 4 or above in English and/or maths, are from an economically disadvantaged background and need catch-up support. These are defined as students from the 27% most economically deprived areas of the country based on the index of multiple deprivation

**To what extent do you agree that the 16-19 Tuition Fund is targeting the right students in academic year 2021/22? Please select one.**

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know

## **ELIGIBILITY2**

**ASK IF ELIGIBILITY1=4 or 5**

**MULTIPLE CODE**

**Which other students do you think could have been prioritised to receive additional support through the 16-19 Tuition Fund? Please select as many as you like.**

1. Students with lower academic ability than teacher assessed grades suggest
2. Students with mid-high prior attainment
3. Students who are high achieving but experiencing disadvantage
4. Students with special educational needs or disabilities (SEND)
5. Students with mental health needs
6. Students who are behind in their learning as a result of the Covid-19 pandemic
7. Students with English as an additional language (EAL)
8. Other vulnerable students e.g., carers, students who have been in care
9. Students who are likely to engage with tutoring
10. Other (please specify)

## **SATISFACTION1**

**ASK IF TUITION FUND=2 or 3**

**OR**

**ASK IF TUITION FUND=1 AND CARRYOVER=1**

**SINGLE CODE**

**Overall, how satisfied or dissatisfied are you with the 16-19 Tuition Fund?**

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied

5. Very dissatisfied

## **SATISFACTION2**

**ASK IF SATISFACTION1= 3-5**

**OPEN ENDED**

**What, if anything, do you think would improve the 16-19 Tuition Fund? Please be as specific as you can.**

1. OPEN ENDED TEXT BOX

## **SPEND**

**ASK IF TUITION FUND=2 or 3**

**SINGLE CODE**

**What proportion of your 2021/22 16-19 Tuition Fund allocation do you expect to have used by the end of this academic year?**

1. 0-24%
2. 25-49%
3. 50-74%
4. 75-100%
5. Don't know

## **FUTURE1**

**ASK ALL**

**SINGLE CODE**

**How likely is your institution to opt-in to the 16-19 Tuition Fund for the next academic year (2022/23)? Please select one.**

1. Certain to
2. Very likely
3. Fairly likely
4. Not very likely
5. Not at all likely
6. Certain not to
7. Don't know

## **FUTURE2**

**ASK IF FUTURE1 = 4-6**

**OPEN ENDED**

**Can you say why your institution is unlikely or certain not to opt in to the 16-19 Tuition Fund next academic year (2022/23)? Please be as specific as you can.**

1. OPEN ENDED TEXT BOX

### FUTURE3

ASK IF TUITION FUND=1, 2 OR 3

AND

ROLE 1 OR 2

SINGLE CODE – GRID

How likely is your institution to continue to deliver tutoring to students in the longer term? Please select one for each row.

### COLUMNS

1. If the 16-19 Tuition Fund continues to be available
2. If the 16-19 Tuition Fund is not available

### RESPONSE OPTIONS

3. Certain to
4. Very likely
5. Fairly likely
6. Not very likely
7. Not at all likely
8. Certain not to
9. Don't know

## 1.9 SECTION H: Demographics

### SECTION INTRO

SHOW ALL

To end, we have a couple of questions about your institution.

### SIZE

ASK ALL

SINGLE CODE

Approximately how many students do you currently have in your institution?

1. [NUMERIC BOX – min. 1, max. 10,000]
2. Don't know

### GEO

ASK ALL

SINGLE CODE

*Internal use: Codes 1-3 = Urban, Code 4 = Rural, Code 5 = Coastal*

Which of the following best describes the area in which your institution is based?

1. Large city
2. Small city or town
3. Suburb near a large city
4. Rural area
5. Coastal community

## 1.10 SECTION I: Recontact and data linkage

### SECTION INTRO

#### SHOW IF TUITION FUND=2 or 3

Thank you for completing this survey. We would be grateful for your continued support on the evaluation to understand the impact of the 16-19 Tuition Fund.

### RECON

#### ASK IF TUITION FUND=2 or 3

#### SINGLE CODE

To understand institutions' as well as students' views and experiences of the 16-19 Tuition Fund in more depth, Ipsos will be carrying out case studies in some institutions. Case studies will involve interviews with a senior leader, tuition teacher/tutor, and students receiving tuition.

If selected, would you be willing to be contacted by Ipsos to participate in a case study?

1. Yes
2. No

### LINKAGE

#### ASK IF TUITION FUND=2 or 3

#### SINGLE CODE

To understand the impact of the 16-19 Tuition Fund on students, the evaluation will include analysis of data on educational attainment for students who have received tuition relative to those who have not. This analysis will draw on administrative datasets, for example, from the School Census and the Individualised Learner Record (ILR).

We would like to match some of your survey responses to these administrative datasets to help inform this analysis. This would involve sharing some of your survey responses about the tuition your institution delivered with the Department for Education who will do the matching securely. The matched dataset will not include your personal details and will be deleted at the end of the project.

Are you willing for Ipsos to share your survey responses with DfE for the purposes of matching these to administrative data?

1. Yes
2. No



## 1.11 Thank you and close

### OUTRO

#### SHOW ALL

*Scripting: This should be the page where they submit their answers (rather than selecting next)*

**Thank you for taking the time to participate in this survey.**

We have provided you with further information in the Privacy Notice linked below. This explains the purposes for processing your personal data as well as your rights under data protection laws.

If you have any questions about the survey or your data, please contact UK-PA-tuitionfundevaluation@ipsos.com.

**To submit your answers, please select 'Submit'**

### SUBMISSION PAGE

#### SHOW ALL

*Scripting: This should be the page after they clicked submit*

[To scripter – submission page to say “Thank you for your time. Your survey has been submitted.”]

# Student survey

## 1.1 Welcome

### WELCOME SHOW ALL

**Welcome!** This survey is being carried out by Ipsos UK on behalf of the Government Department for Education (DfE). You have been invited to take part because your [school / college] identified you as a student receiving tuition this year, which has been funded by the Government's 16-19 Tuition Fund. Tuition is when a teacher, teaching assistant, lecturer or tutor provides support to one or more students on certain subject areas or skills. This can happen in a range of settings and may take place outside of normal lessons or as a replacement for other lessons.

This survey forms part of an evaluation of the 16-19 Tuition Fund. It asks questions about your experiences of receiving tuition and the difference this has made to you. The findings from the survey will be used to inform future policy.

The survey is very short and will take you between 5 and 10 minutes to complete. Your responses will provide valuable feedback to inform how tuition is delivered in future.

It is up to you whether you take part, and you can change your mind at any time. Your responses will be used for research and evaluation purposes only, in accordance with the MRS Code of Conduct. Ipsos UK is independent of your [school / college] and the DfE. We will only share identifiable responses with DfE if you give us permission to – we will ask you at the end of the survey.

- If you would like to read our Privacy Notice or learn more about the survey, a copy is available here.
- If you have any questions, please contact us at [UK-PA-tuitionfundevaluation@ip-sosresearch.com](mailto:UK-PA-tuitionfundevaluation@ip-sosresearch.com)

### CONSENT ASK ALL SINGLE CODE

**The survey asks questions about the tuition you have received through your [school / college] this year. It is completely up to you whether you take part in the survey, and you can change your mind at any time.**

#### Are you happy to take part?

1. I agree to participate in the survey
2. I don't want to take part THANK AND CLOSE

## 1.2 SECTION A: School / college details

We would first like to ask a few questions about your current education.

### INSTITUTION

**ASK ALL WHO ACCESS SURVEY VIA UNIVERSAL LINK / QR CODE**

**TYPE IN DROP-DOWN LIST**

**Please type in the name of your [school / college] and select this from the list.**

1. [List of institutions – provided in separate spreadsheet]
2. I can't find my [school / college] on the list (Please specify)

### STUDY

**ASK ALL**

**SINGLE CODE**

**Which of the following do you spend the majority of your time studying at [school / college]? Please select one.**

1. AS/A Levels
2. A technical or vocational course (such as NVQ, BTEC or Tech Levels)
3. An apprenticeship
4. Other
5. Don't know

### YEAR GROUP

**ASK ALL**

**SINGLE CODE**

**In September 2021, were you in the first or second year of learning at your college/sixth form? Please select one.**

1. First year
2. Second year
3. Other

### AGE

**ASK ALL**

**NUMERIC**

**How old are you?**

1. Numeric box (0-100) **IF LESS THAN 16 THANK AND CLOSE**
2. Don't want to answer

## 1.3 SECTION B: Details about tuition received

**SECTION B INTRO**

**SHOW ALL**

**We would like to know about the type of tutoring you have received or are receiving during the current 2021/22 academic year.**

**DELIVERY1**

**ASK ALL  
SINGLE CODE**

**Since September 2021, have you received tutoring for...**

**Please select one.**

5. One subject / course / topic
6. Multiple subjects / courses / topics
7. Don't know

**DELIVERY2**

**ASK ALL  
SINGLE CODE**

**Have your tutoring sessions been one-to-one or in groups?**

**Please select one.**

1. One-to-one only
2. Groups only
3. One-to-one for some sessions and groups for other sessions
4. Don't know

**SIZE SATISFACTION1**

**ASK IF DELIVERY2=1**

**SINGLE CODE**

**Would you have preferred to have group tuition rather than one-to-one?**

**Please select one.**

1. No, I was happy to have one-to-one tuition
2. Yes, I would have preferred to have tuition in a small group up to 5-7 people
3. Don't know
4. Don't want to answer

**GROUP SIZE**

**ASK IF DELIVERY2=2 OR 3**

**SINGLE CODE**

**On average, how many students have been in the tutoring groups you attend?**

**Please select one.**

11. 2-3
12. 4-5
13. 6-7
14. 8-9
15. 10-15
16. 16-20
17. 21 or more
18. Whole classes
19. Whole year groups
20. Other (please specify)
21. Don't know

**SIZE SATISFACTION2**

**ASK IF DELIVERY2=2 OR 3**

**SINGLE CODE**

**What are your thoughts on the number of students in the tutoring groups you have attended?**

**Please select one.**

1. I would have wanted far fewer
2. I would have wanted slightly fewer
3. The number was about right
4. I would have wanted slightly more
5. I would have wanted many more
6. Don't know
7. Don't want to answer

## **SUBJECT**

**ASK ALL**

**MULTI CODE**

**Which of the following subjects has tutoring covered?**

**Please select all that apply.**

1. English
2. Maths
3. Other academic subjects, such as history or science subjects
4. Vocational courses, such as construction or health and social care
5. Activities aimed at improving your mental health and / or general wellbeing
6. Recreational activities, such as day trips or outings
7. Other non-academic subjects e.g. general study skills, exam preparation
8. Don't know

## **OTHER ACADEMIC**

**ASK IF SUBJECT=3**

**MULTI CODE**

**Which other academic subject(s) has tutoring covered?**

**Please select all that apply.**

28. Accounting
29. Applied Sciences
30. Art, Design and Photography
31. Biblical Studies
32. Biology
33. Business
34. Chemistry
35. Classical Studies
36. Computer Science
37. Drama
38. Economics
39. Engineering
40. Environmental Science
41. Film Studies
42. Finance
43. Health and/or Social Care

44. History
45. Geography
46. Classical Languages
47. Modern Languages
48. Physics
49. Politics
50. Psychology
51. Sociology
52. Music
53. Other (please specify)
54. Don't know

**VOCATIONAL**  
**ASK IF SUBJECT=4**  
**SINGLE CODE**

**Which vocational course(s) has tutoring covered?**  
**Please select all that apply.**

15. Agriculture
16. Engineering
17. Health and Social Care
18. Performing Arts
19. Building and Construction
20. Hospitality and Catering
21. Sport
22. Leisure and Recreation
23. Digital technology
24. Childcare
25. Hair and beauty
26. Motor vehicle and transport
27. Other (please specify)
28. Don't know

**NON-ACADEMIC**  
**ASK IF SUBJECT= 7**  
**MULTI CODE**

**Which non-academic subject(s) has tutoring covered?**  
**Please select all that apply.**

8. Study skills
9. Exam preparation
10. Employability skills
11. Employment, apprenticeships, or work experience
12. English to Speakers of Other Languages (ESOL) courses
13. Other (please specify)
14. Don't know

## **FREQUENCY**

**ASK ALL**

**SINGLE CODE**

**On average, how frequently have these tutoring sessions taken place?**

**Please select one.**

8. Daily
9. Several times a week
10. Weekly
11. Fortnightly
12. Monthly
13. One-off
14. Don't know

## **FREQUENCY SATISFACTION**

**ASK ALL**

**SINGLE CODE**

**What are your thoughts on how often your tutoring sessions are held? Do you think they are held...**

**Please select one.**

1. Far too often
2. A little too often
3. About right
4. A little too rarely
5. Far too rarely
6. Don't know
7. Don't want to answer

## **LENGTH**

**ASK ALL**

**SINGLE CODE**

**On average, how long have tutoring sessions typically lasted?**

**Please select one.**

10. 15 minutes
11. Half an hour
12. 1 hour
13. 1.5 hours
14. 2 hours
15. 2.5 hours
16. 3 or more hours
17. A full school or college day
18. Don't know

## **LENGTH SATISFACTION**

**ASK ALL**

**SINGLE CODE**

**What are your thoughts on the length of your tutoring sessions you have attended? Do you think they...**

**Please select one.**

1. Were far too short
2. Were a little too short
3. Were about the right length
4. Lasted a little too long
5. Lasted far too long
6. Don't know
7. Don't want to answer

## **SESSIONS**

**ASK ALL**

**SINGLE CODE**

**Overall, how many sessions of tutoring have you had in total (your best guess)?**

**Please select one.**

8. 1 session
9. 2-5 sessions
10. 6-10 sessions
11. 11+ sessions
12. Don't know

## **ONLINE\_F2F**

**ASK ALL**

**SINGLE CODE**

**Have your tutoring sessions been online, face-to-face or both?**

**Please select one.**

1. Conducted online only
2. Conducted in person only
3. Conducted both online and in person
4. Other (please specify)

## **LOCATION**

**ASK IF ONLINE\_F2F=2 or 3**

**SINGLE CODE**

**Where have the face-to-face sessions taken place? Please select all that apply.**

1. Classroom
2. Workshop
3. Library
4. Office space
5. Other location in school / college
6. Away from the school / college e.g. visiting other locations
7. Don't know

## **LOCATION SATISFACTION**

**ASK ALL**

**SINGLE CODE**

**How satisfied or dissatisfied are you with the location or venue of the tutoring sessions?**

**Please select one.**

1. Very satisfied



2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied
6. Don't know
7. Don't want to answer

#### **TYPE OF ACTIVITY**

**ASK ALL**

**MULTICODE**

**Which of the following best describes the tutoring sessions you have participated in?**

**Please select all that apply.**

1. Lectures
2. Discussions
3. Activity-based
4. Reading-based
5. Day trips
6. Other (please specify)
7. Don't know

#### **1.4 SECTION C: Satisfaction of tuition**

**SECTION B INTRO**

**SHOW ALL**

**The next questions ask for feedback on your experiences of attending tutoring.**

#### **OVERALL SATISFACTION**

**ASK ALL**

**SINGLE CODE**

**Overall, how satisfied or dissatisfied are you with the tutoring you have attended?**

**Please select one.**

6. Very satisfied
7. Satisfied
8. Neither satisfied nor dissatisfied
9. Dissatisfied
10. Very dissatisfied
11. Don't know
12. Don't want to answer

#### **TEACHER SATISFACTION**

**SINGLE CODE**

**Thinking specifically about the teacher or tutor who leads your tutoring sessions, how satisfied or dissatisfied are you with their tutoring approach?**

**Please select one.**

1. Very satisfied

2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied
6. Don't know
7. Don't want to answer

## **HELPFUL**

### **ASK ALL**

#### **SINGLE CODE**

**Overall, how helpful was the tutoring for you?**

**Please select one.**

1. Very helpful
2. Helpful
3. Not very helpful
4. Not at all helpful
5. Don't know
6. Don't want to answer

## **RELEVANCE**

### **ASK ALL**

#### **SINGLE CODE**

**Overall, how relevant was the tutoring for you?**

**Please select one.**

1. Very relevant
2. Relevant
3. Not very relevant
4. Not at all relevant
5. Don't know
6. Don't want to answer

## **1.5 SECTION D: Barriers/concerns about tuition**

### **BARRIERS**

#### **ASK ALL**

#### **MULTI CODE**

**Thinking about all the tutoring you have attended since September 2021, which (if any) of the following barriers or challenges have you faced in attending these sessions?**

**Please select all that apply.**

1. I have been worried about catching COVID-19 or catching it and giving it to someone else
2. Travel has been difficult
3. Anxiety / mental health issues
4. My parents / carers don't want me to attend
5. I find it difficult to stay focussed on the sessions
6. I find some sessions less relevant / helpful
7. I find some sessions less engaging / enjoyable

8. Sessions clash with other classes / courses
9. Sessions clash with other commitments, such as extracurricular activity
10. Other (please specify)
11. I have not experienced any barriers or challenges attending these tutoring sessions
12. Don't know
13. Don't want to answer

## 1.6 SECTION E: Impact of tuition

### BENEFITS

#### ASK ALL

#### MULTI CODE

We now want to ask you about what difference attending tutoring this year has made to you.

Which, if any, of the following have you experienced as a result of attending tutoring?

Please select all that apply.

### ROTATE CODE LIST

1. It helped me engage more in my classes / course
2. I feel more prepared for my exams/assessments
3. It improved my study skills
4. I have received better grades
5. It made me feel more confident
6. It made me feel more motivated to learn
7. I have more aspirations for my future e.g. further study or career
8. It improved my wellbeing / mental health
9. It improved my attendance
10. It helped me catch up on teaching or learning missed due to COVID-19
11. It helped prepare me for independent living
12. Other (please specify)
13. None of these [ANCHOR] [EXCLUSIVE]
14. Don't know [ANCHOR] [EXCLUSIVE]
15. Don't want to answer

### UNEXPECTED

#### ASK IF BENEFITS=13

#### OPEN ENDED

How has tutoring made a difference to you?

Please be as specific as you can.

2. OPEN ENDED TEXT BOX
3. Don't know
4. Don't want to answer

### NEGATIVE

#### ASK ALL

#### MULTI CODE

**Q12. Still thinking about your experience of tutoring, which, if any, of the following have you experienced?**

**Please select all that apply**

**ROTATE CODE LIST**

1. I felt I wasn't part of the group (i.e. excluded)
2. I felt in conflict with others
3. It negatively affected my family life
4. It negatively affected my work or studies
5. It negatively affected my mental health
6. It took up too much of my time
7. It was not tailored enough to my needs
8. I felt I was at a higher risk of contracting COVID-19
9. None of these **[ANCHOR] [EXCLUSIVE]**
10. Don't know **[ANCHOR] [EXCLUSIVE]**
11. Don't want to answer

**FUTURE1**

**ASK ALL**

**SINGLE CODE**

**How interested would you be in attending one-to-one or small group tutoring in the future?**

**Please select one.**

1. Very interested
2. Fairly interested
3. No feelings either way
4. Fairly uninterested
5. Very uninterested
6. Don't know
7. Don't want to answer

**FUTURE2**

**ASK ALL**

**OPEN ENDED**

**What would have made tutoring sessions better for you?**

**Please be as specific as you can.**

5. OPEN ENDED TEXT BOX
6. Don't know
7. Don't want to answer

**OTHER SUPPORT**

**ASK ALL**

**OPEN ENDED**

**What other support, if any, would you have liked to receive to support your education?**

**Please be as specific as you can.**

1. OPEN ENDED TEXT BOX
2. I received all the support I wanted

3. Don't know
4. Don't want to answer

## 1.7 SECTION F: Demographics

The next questions are about you. Your responses will help us interpret the findings. Remember, it is completely up to you whether you answer the following questions, and you will not be identifiable in any of the findings.

### GENDER

#### ASK ALL

#### SINGLE CODE

**Which of the following describes how you think of yourself?**

1. Female
2. Male
3. Non-binary
4. In another way
5. Prefer not to say

### ETHNICITY

#### ASK ALL

#### SINGLE CODE

**Which of the following best describes your ethnicity?**

#### Asian or Asian British

1. Indian
2. Pakistani
3. Bangladeshi
4. Chinese
5. Any other Asian background

#### Black, Black British, Caribbean or African

6. Caribbean
7. African
8. Any other Black, Black British, or Caribbean background

#### Mixed or multiple ethnic groups

9. White and Black Caribbean
10. White and Black African
11. White and Asian
12. Any other Mixed or multiple ethnic background

#### White

13. English, Welsh, Scottish, Northern Irish or British
14. Irish
15. Gypsy or Irish Traveller
16. Roma
17. Any other White background

#### Other ethnic group

18. Arab
19. Any other ethnic group
20. Don't know
21. Prefer not to say

**CARER**  
**ASK ALL**  
**MULTI CODE**

**Are you/have you recently been a young carer?**

**Please select all that apply.**

[**INFO BUTTON TO SHOW:** Young carers are people under the age of 18 who look after or care for somebody who needs support with daily life. Someone might need support because of a condition, illness, disability, serious injury, a mental health condition or an addiction. They could be a parent, brother or sister, grandparent or any other person you know and help to look after.]

1. Yes – I help/helped look after someone in my household
2. Yes – I help/helped look after someone outside of my household
3. No
4. Don't know
5. Prefer not to say

**SEND**  
**ASK ALL**  
**SINGLE CODE**

**Do you consider yourself to have a special educational need or disability (SEND)?**

**Please select one.**

1. Yes
2. No
3. Don't know
4. Prefer not to say

**SEND**  
**ASK IF SEND=1**  
**SINGLE CODE**

**Do you have an Education, Health and Care (EHC) plan?**

**Please select one.**

[**INFO BUTTON TO DISPLAY:** An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.]

1. Yes, I have an EHC plan
2. I am currently being assessed or planning to be assessed
3. No, I do not have an EHC plan
4. Don't know
5. Prefer not to say

**FSM  
ASK ALL  
SINGLE CODE**

**Were you eligible for free school meals at any point when you were at school?  
Please select one.**

1. Yes
2. No
3. Don't know
4. Prefer not to say

**1.8 SECTION G: Consent and recontact**

**LINKAGE  
ASK ALL  
SINGLE CODE**

**The Government Department for Education (DfE) holds information about your education. This includes things like the subjects you have studied and the exams you have done.**

**To help us understand more about the impact of the tuition you have received, we would like to match some of your survey responses about the type of tuition you received with some of the information DfE holds about you to give us a fuller picture. This would involve sharing some of your responses with the DfE who will do this matching. To do so, we would need your full name and date of birth. This will be used for research and evaluation purposes only.**

**To do this, we need your permission to create a link between your education information and the survey answers you've just given us. Can we have your permission to link your education information held by the DfE to your survey answers?**

1. Yes
2. No

**CONTACTINFO  
ASK IF LINKAGE= 1  
OPEN ENDED**

**Thank you for giving your permission for us to link this information. We need your name and date of birth to do this. Your personal information will be kept safe and secure. It will only be used for the purposes of linking the data.**

**Please provide your first and last names and date of birth below.**

1. Open text box for first and last name

2. Box for date (DD/MM/YYYY)

## 1.9 Thank you and close

### OUTRO

#### SHOW ALL

*Scripting: This should be the page where they submit their answers (rather than selecting next)*

**Thank you for taking the time to participate in this survey.**

We have provided you with further information in the Privacy Notice linked below. This explains the purposes for processing your personal data as well as your rights under data protection laws.

If you have any questions about the survey or your data, please contact UK-PA-tuitionfundevaluation@ipsosresearch.com.

**To submit your answers, please select ‘Submit’**

### SUBMISSION PAGE

#### SHOW ALL

*Scripting: This should be the page after they clicked submit*

[To scripter – submission page to say “Thank you for your time. Your survey has been submitted.”]



## Appendix C: Ipsos AppLife

To further explore the experiences of students receiving small group tuition through the Fund, we invited students from case study institutions to participate in the evaluation using **Ipsos AppLife**, an online app-based diary. They completed the diary over a two-week period responding to prompts and activities suggested by moderators who reviewed the content and provided follow up where required.

This method is ideal for capturing ‘in the moment’ experiences and a rich picture of ‘a day/week in the life’ of a participant. Data was collected at multiple timepoints, for example, after a tuition session when their experience was fresh. Participants responded to questions, prompted by an online Ipsos moderator, allowing instant interaction in real time. A detailed breakdown of the questions is provided in the table below. A key focus was to explore what receiving small group tuition involves – where they go for this, how long it takes, what subjects they cover, how it makes them feel and what difference they think this makes.

There are numerous benefits of using AppLife alongside depth interviews:

- It is participant-led, convenient and minimal burden – making it enjoyable and empowering.
- Mobile approaches offer continuous access to participants, wherever they are (in and out of home), including using it offline with posts uploaded when online connection restored.
- Mobile allows us to capture contextual information – participants can add written, audio, photographic and video contributions generating rich written and visual data.
- It is accessible and easy to use for those with access to a smartphone and comfortable using apps.
- It helps overcome weaknesses around recall for frequently performed, habitual and low-salience behaviours, or emotional and sensory experiences.

Moderators checked in on the App every day to respond to any comments and encourage participants to expand on their answers by providing examples and more detail. The conversations were kept informal and conversational.

**Table 5: Breakdown of AppLife questions**

Week	Day	Question	Follow up / Areas to probe on
Week 1	Day 1	<p><b>Welcome and hello!</b></p> <p>Ipsos is an independent research company and we are hoping to learn about your experiences of extra tuition classes that you have received this year at your school/college (called the <b>16-19 Tuition Fund</b>). We are trying to understand more about the support you received and how this has impacted you. We want to know if it has helped you to catch up on any learning you might have missed due to the COVID-19 pandemic.</p> <p>We're asking you to keep a diary of your experiences over the next 2 weeks. This is a space for you to share your experiences: we're interested in hearing about what you're doing and how you're finding this. We really hope you'll enjoy being involved.</p> <p>You don't have to write lots of text, and you can send us pictures instead if you'd prefer, but we'd like you to complete at least 5 written responses and 1 video each week (or more if you feel like it!)</p> <p>We would also like to reassure you that all the information you provide is confidential and will be collected on an aggregate level, so personal data will not be identifiable on an individual level. However, if something you tell us makes us believe that there is a risk of harm to yourself or others, we may have to pass this information on. Please do not take pictures of yourself or your family that might be identifiable to others. You have agreed that we can use videos you share with us in the public domain, but we will ask your permission first.</p> <p>So welcome to the diary! We look forward to hearing all about your views and experiences! There will be someone checking your answers a couple of times a day on Mondays-Fridays 9am-5pm. We won't check them on the weekend, but anything you post then, we can get back to you on the following Monday.</p>	

Week	Day	Question	Follow up / Areas to probe on
Week 1	Accessible daily in week 1	<p><b>Option 1 for those still receiving tuition:</b> Share your video diary here! Take a 60 second video telling us about how your tuition session was today. Please try to include some of the below:</p> <ul style="list-style-type: none"> <li>• <b>Basic details about the session</b> – what subjects were covered, who delivered this, how was it delivered, how many others attended, where / when it took place and how long it lasted</li> <li>• <b>How did you find the session?</b> was it interesting / engaging? anything they liked / didn't like about how it was delivered, how it made them feel and why</li> <li>• <b>What do you think you got out of it?</b> Was it useful in supporting you learning? recovering lost learning / supporting development of their academic skills</li> </ul> <p><b>Option 2 for those finished tuition and sitting exams.</b> Share your video diary here! Take a 60 second video telling us about how your exam was today. Please try to include some of the below:</p> <ul style="list-style-type: none"> <li>• <b>Details about the exam itself</b> – subject, level, where / when it took place and how long it lasted</li> <li>• <b>How you found the exam</b> – extent to which you felt prepared, what you think went well / less well and why, how you feel about it overall</li> <li>• <b>How far the tuition you received helped your preparation for the exam</b> – how and in what ways you think the tuition your received helped if at all</li> </ul>	
Week 1	Day1	<p>We would like to hear a bit about your experiences in education so far.</p> <p>Could you tell us about what you currently study, and why you chose this? What would you like to do next in terms of education or career?</p>	<p>Educational journey / pathway – how they got to where they are currently, the steps along the way through from statutory education, key decision points and motivations</p> <p>Aspirations for the future – what they are hoping to do next</p>

Week	Day	Question	Follow up / Areas to probe on
Week 1	Day 2	<p>The 16-19 Tuition fund was set up to help students catch up on learning they may have lost due to the impact of the COVID-19 pandemic over the past couple of years.</p> <p>Could you tell us about how the COVID-19 pandemic impacted your learning? How did you feel when starting the current academic year?</p>	<p>If they found learning more difficult during the pandemic, why was this? Were some subjects more difficult than others during the pandemic? What ones?</p> <p>Do you think your grades were impacted by the pandemic? In what ways?</p> <p>How far did they feel prepared / ready when coming into the current academic year? What were the reasons for this?</p>
Week 1	Day 3	<p>The 16-19 Tuition fund has been used in different ways by different institutions. Could you tell us about how it works at your school/college?</p> <p>How often do you attend tuition? When do you normally attend? How does that fit with your timetable?</p> <p>Do you miss any classes or lessons to attend tuition? If so, what do you think about this?</p>	<p>Probe on which aspects they were more / less happy with in terms of how the tuition was delivered, including anything they would have liked to have been done differently.</p>
Week 1	Day 4	<p>The 16-19 Tuition fund is just one way of helping students catch up on learning – some students may have found other forms of support to help them catch up.</p> <p>Could you tell us about any other types of support you have received? This could include other help from your school/college, help from your family or help from other places outside school/college?</p>	<p>Of all the support you received, what do you think has had the biggest impact in terms of helping you catch up on learning?</p> <p>How does the tuition compare to the other types of support you received?</p> <p>Would you have liked any other types of support to help you catch up that you did not have access to over the year?</p>

Week	Day	Question	Follow up / Areas to probe on
Week 1	Day 5	Thinking about your experiences of the tuition so far: What have you liked about it? Why? What have you not liked about it? Why? Is there anything that could have been done better?	Do you have any recommendations for improvement based on your experiences?
Week 2	Accessible daily in week 2	Share your video diary here! Take a 2-3 minute video telling us about how you are finding your exams- ideally the day of, or the day after you have taken one. We would like to know whether you think the tuition helped you perform better. Please try to include some of the below: <b>What exam were you taking?</b> <b>How prepared did you feel? How do you think it went?</b> <b>Did your tuition help you to prepare?</b> <b>Was there anything specific that came up that the tuition had prepared you for?</b>	
Week 2	Day 1	Thinking about your experiences of the tuition overall, what difference do you think this has made to you?	What they feel they have learned or gained from the tuition. This could include increased confidence, social skills or other factors that contribute to improved engagement / learning.
Week 2	Day 2	Do you think the tuition has helped you catch up on any learning lost during the pandemic?	How and in what ways has the tuition helped? Probe for specifics on subjects covered and learning gained, but also intermediate outcomes such as those relating to personal and social development, study skills.

<b>Week</b>	<b>Day</b>	<b>Question</b>	<b>Follow up / Areas to probe on</b>
Week 2	Day 3	How do you think the extra support you received through tuition might benefit you in the future? Would you recommend tuition to others?	Did you gain any specific skills that you might use in future? This could include study skills / exam skills.
Week 2	Day 4	Imagine that you had not had access to the extra tuition classes you received this year. What would be different about you now? How would your learning have been impacted?	Probe for details on why things would be different without the tuition.
Week 2	Day 5	We are interested in your views on how and in what ways the tuition you received contributed towards your preparation for the exams you are about to undertake / are currently undertaking?	Has it helped you feel more prepared? How and in what ways?



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