Interim Evaluation of the GO Wales Programme

Appendices to the Draft Report

May 2011
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1. Literature Review

1.1 European Social Fund

In the Convergence Area of Wales (West Wales and the Valleys) the GO Wales programme receives European Social Fund Structural Funding with match funding provided by HEFCW, HEI's and employers. The programme is funded under Priority 3, Theme 2 of the European Social Fund in the Convergence area.

The main focus of Priority 3 is to raise the skills levels of those with skills below level 2, however, a second focus of the Priority (Theme 2) is to raise skills at the higher end (i.e. up to level 4) in order to support the knowledge economy.

The Operational Programme for ESF in the convergence area states that: “Higher number of highly skilled people and graduates in a region enhances the attractiveness of that area for high skill employers. ... It is therefore critical to ... promote graduate study and retention in the region.”

Priority 3, Theme 2 focuses on the provision of skills for the knowledge economy, including higher level skills. This includes supporting businesses to help them identify their skills needs, anticipate potential gaps or shortages in service provision, and to help people adapt to changing economic pressures impacting of businesses and organisations. These aims will be achieved by:

- Supporting the knowledge economy, including the development of higher level and graduate and post-graduate skills
- Improving research into skills needs and systems for matching learning supply to demand for employers and individuals
- Support employers in identifying and addressing the skills needs of their sectors at all levels
- Matching and improving learning provision so that it better meets labour market needs
- Helping workers and enterprises adapt to new forms of work organisation and new technologies

Included in the indicative activities listed in the ESF Operational programme are:

- Targeted measures to improve retention of graduates and others with higher level qualifications within the region e.g. use of internships with businesses, and enhanced support for career planning and progression.
- Support for workforce development by employers, particularly SMEs and those with the potential to increase their contribution to GDP

In addition to the ESF programme, the following European strategies and principles are concerned with higher skills levels and employability:

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1.2 Lisbon Strategy

The Lisbon Strategy was launched in 2000 as a response to the challenges of globalisation and ageing. The objective of the strategy was for the EU to be a competitive and dynamic knowledge-based economy by 2010 capable of sustainable economic growth with more and better jobs and greater social cohesion and respect for the environment. There was a realisation that the EU needed to improve its productivity and competitiveness in the face of globalisation, technological change and an aging population. Following a mid-term review the strategy was re-launched in 2005 with a stronger focus on jobs and growth. The strategy was based on four pillars:

- **Investing in people** – ensuring Europe had a flexible and highly skilled workforce and encouraging lifelong learning.
- **More research, development and innovation** – strengthening links between research institutes, universities and businesses. At the same time, spending on research and development in the EU should increase to match international competitors.
- **More dynamic business environment** – less red tape and easier access to credit, especially for small and medium-sized businesses.
- **A greener economy** – leading the fight against climate change, the EU aimed to reduce the environmental impact of economic growth by saving energy and promoting new, environment-friendly technologies.

An evaluation of the Lisbon Strategy found that although it had not met its targets, e.g. 70% employment rate, and 3% of GDP spent on R&D, it has had a positive impact on the EU.

The Lisbon Strategy has now been succeeded by **Europe 2020**, the EU’s growth strategy for the coming decade. Europe 2020 wants the EU to become a smart, sustainable and inclusive economy with the aim of delivering high levels of employment, productivity and social cohesion.

1.3 Welsh Context

1.3.1 One Wales

In 2007 the new coalition Welsh Assembly Government set out in One Wales its vision of a strong and enterprising economy with full employment based on quality jobs. The agreement recognises that the people of Wales need to be equipped with the skills they need at all levels to enable them to make the best possible contribution to the economy. The coalition is resolved to providing a further and higher education system that is responsive to the needs of students and employers.

1.4 Welsh Economic Development

1.4.1 Wales: A Vibrant Economy

**Wales: A Vibrant Economy (W:AVE)** published in 2005, was the Assembly Governments Strategic Framework for Economic Development. The vision of W:AVE is of “a vibrant Welsh economy delivering strong and sustainable economic growth by providing opportunities for
all.” The strategy recognises Wales’ “increasingly skilled, innovative and entrepreneurial workforce” as a core strength that would help Wales achieve this vision.

W:AVE notes the importance of raising value-added per job and upgrading the quality of employment opportunities to increase earnings and match aspirations of the highly qualified, who might be natural candidates for emigration. The document notes that Wales has a lower proportion of the workforce with graduate level qualifications, which it explains by the fact that a “significant proportion of those from Wales with degree qualifications leave Wales because there are not enough sufficiently attractive jobs in Wales.”

1.4.2 Economic Renewal Programme

The Economic Renewal Programme (ERP) was announced in 2010 and sets out the coalition Government’s new approach to economic development. Although this policy did not form part of the strategic context when the current phase of GO Wales was developed, the principles in the policy are likely to impact on any future phases of the programme.

In July 2010, the Welsh Assembly Government published its vision for the economy of Wales in the Economic Renewal Programme. This sets out how WAG proposes to deal with the post-recession economy and how Wales will remain competitive against a background of tightening public sector finances. The WAG has identified five priority areas to deliver the vision of making Wales ‘one of the best places to live, to work and to thrive’. These priority areas are:

- Investing in high quality and sustainable infrastructure to underpin economic growth and the wellbeing of the population.
- Making Wales a more attractive place to do business by developing conditions which encourage businesses and people flourish sustainably.
- Broadening and deepening the skills base so that its working population has the education and skills necessary to drive economic growth and prosperity in Wales.
- Encouraging innovation to make Wales a more R&D intensive and knowledge based economy with the correct conditions for innovation to flourish.
- Targeting the business support that is offered to concentrate resources on the areas in which the greatest added value can be generated, enabling the economy as a whole rather than being a significant direct deliverer to individual businesses.

Of particular interest to the GO Wales programme is the third bullet point around broadening and deepening the skills base. Progress in this area is based around seven core outcomes:

- Partnership with employers on workforce skills at all levels
- Young people motivated and ready for the world of work
- Funding that follows priorities and policy commitments
- High quality Apprenticeships
- Skills that open up rewarding routes into work
- A provider network that delivers choice, innovation and excellence
- New jobs and growth in existing and new companies arising from commercialisation of knowledge and research in higher education

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These outcomes will be achieved by taking forward the *For our Future* strategy and implementing an updated *Skills That Work for Wales* action plan.

1.5 Welsh Learning and Skills

1.5.1 The Learning Country

The vision of the then Education Minister was for “*Wales should become internationally renowned as a Learning Country: a place which puts learners’ interests first; offers wider access and opportunities for all; aspires to excellence across the board; and which will not settle for second best in making lifelong learning a reality.*” The strategy states that it wanted higher education in Wales to make an even bigger contribution to realising the Assembly’s plans for the economic, social and cultural regeneration of the country.

1.5.2 Reaching Higher

Reaching Higher (2002) was the long term strategy for higher education in Wales. It has now been superseded by *For our Future*. It was the higher education strategy in place when the current GO Wales programme was developed.

This strategy set a course for the Welsh Higher Education sector to 2010. Within the strategy the importance of higher education to the wider economy is noted and there was a desire to ensure that highly skilled graduates should choose to settle in Wales. The strategy emphasised the need for “*high quality work experience and familiarisation schemes during the undergraduate period*”.

1.5.3 Jones Review of Higher Education in Wales

In 2008 a task and finish group was convened to review Higher Education in Wales. In 2009 the Chair of the group, Professor Merfyn Jones submitted his final report on the “mission, purpose, role and funding for higher education in Wales”.

The review noted that the issue of employability was raised throughout the study process; specifically that it remains a challenge to ensure that graduate leavers are well prepared for the world of work. There were clear messages from employers and employer representatives. Technically, qualifying students are proficient at the specific skills they have learned, but the most employable are those who excel in generic skills:

- Confident thinkers, able to understand concepts quickly, think laterally and challenge assumptions
- Creative thinkers and doers, eager to learn and be challenged, and initiate and manage creative processes.
- Communicators, able to work well with a range of different people and form different types of relationship
- Leaders, able to instil confidence in others and get the best out of others
- Change agents, not only able to adapt to change but to help others adapt to change

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The review recommended:

- action to improve graduate employability, through stronger demonstration of essential generic skills
- promoting more actively work placements throughout undergraduate programmes
- building on the success of GO Wales

1.5.4 For our Future

For Our Future (2009) is the higher education (HE) strategy and plan for Wales. It builds upon and replaces the previous documentation Reaching Higher and takes on board findings from the Jones Review of Higher Education in Wales. For Our Future sets out the strategic direction for HE in Wales and the commitment to ensuring its contribution to social justice, lifelong learning and a buoyant economy.

The vision for the HE community in Wales is one which through the combined efforts of its members, transforms lives across Wales. The vision sees HE providers:

- Equipping individuals, whatever their background, with the knowledge, skills and attributes to achieve maximum intellectual and personal fulfilment;
- Fostering a culture of exploration, discovery and intellectual challenge that generates international recognition, respect and engagement;
- Exploiting their knowledge base effectively by working with businesses and employers;
- Offering flexible, accessible and learner centred provision; and
- Contributing to the future renewal of the Welsh economy by raising the skill level of the Welsh workforce and by supporting businesses to become increasingly innovative and competitive.

One of the expectations to be met through the joint efforts of the higher education community is that **employability is a key outcome of the education experience.** In addition to programme related skills the strategy expects higher education to provide graduates with skills such as confidence to lead and work in teams, to question, to innovate, and to embrace new ideas, to adapt to change and to communicate persuasively and effectively in order to contribute to the Welsh economy. This expectation will be met by more learners experiencing high quality work placement opportunities as part of their higher education. The strategy then goes on to say *“We will seek further strengthening of opportunities for graduates to gain work experience and placements in Wales, building on the acclaimed GO Wales programme.”*

1.5.5 Skills and Employment Action Plan

The Skills and Employment Action Plan (2005) takes forward and builds upon the work of the Skills and Employment Action Plan 2002. The aim of the action plan is for a Wales where everyone has the skills, motivation and opportunity to obtain good quality jobs that meet their aspirations and abilities, and where employers work with their employees and public sector

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agencies to raise skills to the highest possible levels to support high quality jobs in a growing economy.

The action plan is based around four main strands:

- Improving Mechanisms of Workforce Development;
- Supplying New Entrants to the Labour Market with the Skills Needed for Employment;
- Working with Employers and Employees to Improve Skills; and
- Helping More People into Sustained employment.

The action plan recognises that retaining graduates and ensuring that they have the skills needed by employers are key challenges that the Assembly must address. One of the actions to be taken forward included “significantly increasing the opportunities for graduates to take up employment in Wales through the GO Wales programme.”

The action plan also identifies the challenge of addressing the under-investment in skills and training by employers. It notes that simply supplying more highly-skilled individuals, without at the same time ensuring increased demand for these skills, will not bring about improvements in productivity and business performance.

The action plan also noted “It is important that we are able to attract and retain the brightest graduates from our higher education institutions to make their careers in Wales. We also need to assist small businesses that may not have considered employing graduates in the past, to benefit from the high levels of education and skills which graduates possess. Graduate Opportunities Wales (or GO Wales) offers a wide range of services designed to help students, graduates and businesses in Wales. GO Wales can help Graduates find employment, gain work experience, develop their career management skills and continue their professional development with work-based training.”

Action C8 of the action plan has a target of increasing year on year to 2010 the number of participating employers in the GO Wales programme.

1.5.6 Skills that Work for Wales

Skills that Work for Wales (2008) is the new skills and employment strategy and action plan for Wales. The strategy provides a response to the Leitch Review of Skills in the UK and the independent review of the mission and purpose of Further Education (Promise and Performance).

The strategy notes that a highly-skilled workforce is essential for an innovative knowledge economy, Wales needs a competitive, sustainable higher education (HE) sector to produce high-level skills. The Assembly wants to create a post-compulsory education and training system that:

- provides individuals with the knowledge and skills they need to obtain employment and to achieve personal and career fulfilment and to contribute to community life;
- provides businesses in Wales with a skilled workforce, enabling them to be enterprising and profitable;

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drives economic and social development through the creation and exploitation of new knowledge and research;
helps to create a confident, competitive Wales with healthier and more prosperous communities;
has high-quality, flexible, responsive, entrepreneurial and innovative providers; and
makes full and strategic use of the opportunities presented by EU funding, notably the European Social Fund and where relevant, the European Regional Development Fund.

The strategy notes that although employers are increasingly investing in training for its workforce, smaller firms are less likely to provide training opportunities than larger firms, and some sectors do better than others.

The strategy wants to build on relationships between HE and employers in Wales, strengthening the contribution that the sector makes to skills and employment. The majority of high-level workforce skills training and education will be part time. As part of a £10.6m package allocated to support part-time study, the Assembly have set aside £2m a year to support greater HE engagement with employers.

There is also specific mention of the GO Wales programme within the strategy: “We want to help businesses, particularly small and medium size enterprises (SMEs), to access higher-level skills and to help students and graduates make the best start to their careers in Wales. HEFCW is seeking European funding to expand and extend the ‘Graduate Opportunities Wales’ (GO Wales) project, which offers a variety of services including work placements, a free recruitment website for graduates and employers in Wales, and advice and support for SMEs with graduate staff.”

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2. Logic Chains by Strand of GO Wales

2.1 Work Placements
2.2 Work Tasters

- Inputs
  - EU funding
  - HEI funding
  - HEFCW funding

- Activities
  - Work Tasters

- Gross Outputs
  - Completed Work Tasters
    - Participants have increased understanding of skills and knowledge required in chosen career
    - Employers may benefit from knowledge, ideas and skills of student
    - May help to change business perceptions about employing a graduate

- Immediate Outcomes
  - Higher level of graduate employment in Wales (particularly in SMEs)
  - Increased innovation in Welsh businesses
  - Improved business products, performance or processes

- Long Term Outcomes
  - Gross to net additional: Displacement, leakage & multiplier

- Impact
  - Welsh GVA
  - Jobs Created / Safeguarded in Wales
2.3 Graduate Training and Development

- **Inputs**: EU funding, HEI funding, HEFCW funding, Employer funding

- **Activities**: Graduate Training and Development
  - Qualifications Awarded
  - Completed Work Placements
    - Increased participant employability
    - Participants are more likely to request CPD training
    - Businesses are more likely to invest in staff CPD in the future
  - Increased retention of graduates in Welsh businesses (particularly SMEs)
    - Employees develop new skills and knowledge
    - Improved business products, processes and performance
  - Gross to net additional: Displacement, leakage & multiplier

- **Gross Outputs**: Welsh GVA
- **Intermediate Outcomes**: Jobs Created/Safeguarded in Wales
- **Long Term Outcomes**: Impact
2.4 Graduate Academy

Inputs

EU funding

HEI funding

HEFCW funding

Activities

Graduate Academy

Gross Outputs

ILM Level 5 in Management Awarded

Work Placements Completed

Intermediate Outcomes

Increased participant employability

Participants more likely to consider working for an SME

Businesses have increased understanding of the benefits of employing graduates

Business benefits from skills, knowledge and ideas

Long Term Outcomes

Higher level of graduate employment in Wales (particularly in SMEs)

Increased innovation in Welsh businesses

Improved business products, performance or processes

Gross to net additional: Displacement, leakage & multiplier

Impact

Welsh GVA

Jobs Created/ Safeguarded in Wales
2.5 Freelancer Academy

- **Inputs**
  - EU funding
  - HEI funding
  - HEFCW funding

- **Activities**
  - Freelancer Academy

- **Gross Outputs**
  - ILM Level 3 in Starting Your Own Enterprise Awarded

- **Intermediate Outcomes**
  - Participants have increased ability to work as a freelancer

- **Long Term Outcomes**
  - Increased retention and self-employment of graduates in Wales

- **Impact**
  - Gross to net additional: Displacement, leakage & multiplier
    - Welsh GVA
    - Jobs Created/Safeguarded in Wales
3. Targets and Progress to Date

3.1 Headline Performance

3.1.1 Targets

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3.1.3 Completed Interventions - Percentage

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### Completed Interventions by Strand & Institution – Number

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### Completed Interventions by Strand & Institution – Percentage

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4. Appendix 4: Feedback Form Analysis

This appendix sets out an analysis of feedback collected from individual participants and businesses immediately post intervention. Feedback forms were completed in hard copy. A sample structure was developed to provide robust analysis across both the interim and final evaluation research phases. In total 2,234 forms were assessed as part of the interim evaluation. Each form was scanned to allow electronic analysis of results. Table A below provides a profile of the mix of feedback forms analysed. A second round of feedback form analysis will be completed as part of the final evaluation.

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<td>415</td>
<td>+/ -3.3</td>
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<td>Placement (Business)</td>
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<td>441</td>
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<td>Taster (Individual)</td>
<td>931</td>
<td>474</td>
<td>+/ -3.2</td>
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<td>17</td>
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<td><strong>3920</strong></td>
<td><strong>2234</strong></td>
<td><strong>+/ -1.4</strong></td>
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Total Population = completed interventions with feedback forms available

4.1 Overall Scheme Administration

Feedback form responses suggested participants were very happy with the administration of the scheme, the support received from the assigned GO Wales organiser, and the information that was available. Figures B, C and D present charts on the responses received. These are overwhelmingly positive. The only strand where there were some negative responses was GTD, and these were a very small minority.
Figure A4.2: Views on Scheme Administration

Figure A4.3: Views on Support Received from GO Wales Organiser
4.2 Participant Success, Effectiveness, Achievement and Impact

A series of questions were asked relevant to the particular strand of intervention. Very few participants rated their experiences as unsuccessful (Figure E). In both the placement and taster strands, the majority of participants rated their experience as very successful. A very similar set of results emerged when asked whether participants rated their intervention as an effective learning experience (Figure F). In all cases more than 90% of respondents indicated that their experiences were effective in developing and enhancing their skills (Figure G).

**Figure A4.5: Participant Success Rating**

<table>
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<th>Successful</th>
<th>Unsuccessful</th>
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<td>70%</td>
<td>28%</td>
<td>2%</td>
</tr>
<tr>
<td>Taster</td>
<td>61%</td>
<td>37%</td>
<td>2%</td>
</tr>
<tr>
<td>Freelancer Academy</td>
<td>47%</td>
<td>53%</td>
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**Figure A4.6: Effectiveness of Learning Experience**

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<th>Not Effective</th>
</tr>
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<td>Taster</td>
<td>65%</td>
<td>33%</td>
<td>2%</td>
</tr>
<tr>
<td>Freelancer Academy</td>
<td>56%</td>
<td>44%</td>
<td>0%</td>
</tr>
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</table>
Participants were asked to indicate which skills and attributes had been developed as a result of the experience. The results are set out in Figure H. In all cases, respondents indicated all relevant skills. As a result, there was a spread across the options presented within the feedback form. As would be expected, the more intensive and longer work placement leads to a higher reported uptake of skills than the shorter work taster strand.

### Figure A4.8: Skills and Attributes Developed

<table>
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<th>Freelancer Academy</th>
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<td>Assertiveness</td>
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<td>71%</td>
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<tr>
<td>Communication</td>
<td>83%</td>
<td>73%</td>
<td>59%</td>
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<tr>
<td>Confidence</td>
<td>71%</td>
<td>64%</td>
<td>76%</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
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<td>41%</td>
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<tr>
<td>IT User Skills</td>
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<td>25%</td>
<td>n/a</td>
</tr>
<tr>
<td>Job Specific Technical Skills</td>
<td>63%</td>
<td>39%</td>
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<tr>
<td>Leadership</td>
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<td>11%</td>
<td>24%</td>
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<tr>
<td>Planning</td>
<td>73%</td>
<td>38%</td>
<td>59%</td>
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<tr>
<td>Presentation</td>
<td>33%</td>
<td>22%</td>
<td>59%</td>
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<tr>
<td>Project Management</td>
<td>47%</td>
<td>15%</td>
<td>18%</td>
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<tr>
<td>Teamwork</td>
<td>56%</td>
<td>37%</td>
<td>53%</td>
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<td>n/a</td>
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</tr>
<tr>
<td>Networking</td>
<td>n/a</td>
<td>n/a</td>
<td>71%</td>
</tr>
</tbody>
</table>

n/a = answer not offered as an option

64% of placement participants and 52% of taster participants indicated that all of their objectives had been achieved. Only 1% of each group indicated that none of their objectives had been met.

### Figure A4.9: Achievement of Objectives

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<th>None</th>
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<td>1%</td>
</tr>
<tr>
<td>Taster</td>
<td>52%</td>
<td>47%</td>
<td>1%</td>
</tr>
</tbody>
</table>

386 placement participants had been within an SME environment. Of these, 54% indicated that they were now more interested in working in an SME, a further 43% had not changed their opinion.

Placement and Taster strand participants were asked what they were doing immediately post involvement. 55% of placement participants indicated that they were working with the host organisation. In total 73% were working and 18% returned to study. For taster participants a
much higher proportion returned to study, indicating the greater involvement of undergraduates in this strand. However, 5% reported working for the host organisation, which is encouraging given that this short work taster strand was not necessarily expected to have such direct impacts.

**Figure A4.10: Post Intervention Participant Activities**

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</tr>
<tr>
<td>Employed by other SME</td>
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<td>1%</td>
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<tr>
<td>Employed elsewhere</td>
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<td>Self-employed</td>
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<tr>
<td>Returned to study</td>
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<td>67%</td>
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<td>Travelling/&quot;Time-out&quot;</td>
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<td>3%</td>
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<td>Voluntary Work</td>
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<tr>
<td>Unemployed</td>
<td>11%</td>
<td>13%</td>
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</table>

N.b. respondents could indicate more than one response

### 4.3 Business Impact

A series of questions were asked relevant to the particular strand of intervention. Business respondents were asked to rate the work carried out by the placee and to rate the placement/taster overall. The feedback was overwhelmingly positive in both cases, and in the most part, strongly positive responses were received.

**Figure A4.11: Rating of Work Carried Out By Placee**

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<tr>
<td>Placement</td>
<td>75%</td>
<td>20%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Taster</td>
<td>77%</td>
<td>19%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figures may not sum due to rounding

**Figure A4.12: Overall Rating of the Placement/Taster**

<table>
<thead>
<tr>
<th></th>
<th>Very Successful</th>
<th>Successful</th>
<th>Unsuccessful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement</td>
<td>70%</td>
<td>26%</td>
<td>4%</td>
</tr>
<tr>
<td>Taster</td>
<td>71%</td>
<td>26%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Feedback was gathered on the benefits to the organisation from having a placement/taster placeee. Different response options were presented in the variant forms so no direct comparison is possible. Figures M and N set out the responses in rank order. The responses provided as options for the tasters focus much more on a corporate social responsibility theme, although around 40-50% each indicated the taster brought new knowledge and skills, completed a valuable short projected and helped in finding a potential recruit for the future. The Placement strand has a higher incidence of direct benefits including trialing the employment of a student/graduate, freeing up management time and contributing new ideas and skills.
Placement employers were asked a series of specific questions in respect of impact on attitudes and employment. 84% indicated that they were more encouraged to undertake graduate recruitment. 60% had offered the placee a job to start immediately with a further 10% offering a job for the future (potentially after completion of studies).
5. **Student/Graduate Participant Survey Analysis**

This appendix sets out the analysis of the GO Wales student/graduate participant survey. It is intended as a stand alone document with summaries of key conclusions and issues reported within the interim evaluation report.

436 participants of Phase 5 of Go Wales were surveyed. Some of the participants had received multiple interventions within a particular strand, or across strands. Where participants had been involved in more than one GO Wales intervention questions were focused on the most recent intervention.

5.1 **Sample Structure**

The split of the 436 respondents to the survey is shown in Table 5.1. The sampling frame was based on target levels of intervention and progress to date. The number of participants sampled by strand was designed to take into account both the interim and final evaluation stage. Therefore some of the sampling at this stage might look low but further participations will be captured at the final evaluation stage. This is particularly noticeable in the Academy strands where the number of completed interventions at interim stage did not allow for a large survey cohort. The table below includes confidence intervals at the 95% level. These will fall at final evaluation stage, as a greater number of participants by each strand are surveyed.

<table>
<thead>
<tr>
<th>Table 5.1: Participants by Strand</th>
<th>Survey Participants</th>
<th>Proportion of Total Surveyed</th>
<th>Completed Interventions</th>
<th>Proportion of Completed Interventions Surveyed</th>
<th>Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Placement</td>
<td>162</td>
<td>37%</td>
<td>769</td>
<td>21%</td>
<td>6.85</td>
</tr>
<tr>
<td>Work Taster</td>
<td>175</td>
<td>40%</td>
<td>931</td>
<td>19%</td>
<td>6.68</td>
</tr>
<tr>
<td>Graduate Training and Development (GTD)</td>
<td>102</td>
<td>23%</td>
<td>237</td>
<td>43%</td>
<td>7.34</td>
</tr>
<tr>
<td>Freelance Academy</td>
<td>14</td>
<td>3%</td>
<td>17</td>
<td>82%</td>
<td>11.34</td>
</tr>
<tr>
<td>Graduate Academy</td>
<td>21</td>
<td>4.8%</td>
<td>29</td>
<td>72%</td>
<td>11.43</td>
</tr>
<tr>
<td>Total</td>
<td>436</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2 **Participant Profile**

12% of respondents had participated in GO Wales before January 2009, i.e. in an earlier phase of GO Wales.

Nearly 40% of those surveyed were undergraduate students, with another 40% graduates.
Table 5.2: Respondents Status before Participating in GO Wales

<table>
<thead>
<tr>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate student</td>
<td>166 38%</td>
</tr>
<tr>
<td>Post Graduate student</td>
<td>96 22%</td>
</tr>
<tr>
<td>Graduate</td>
<td>169 39%</td>
</tr>
<tr>
<td>Other</td>
<td>5 1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>436 100%</strong></td>
</tr>
</tbody>
</table>

5.4 Marketing and Awareness

Participants were asked to explain how they first became aware of the GO Wales programme. 50% of participants stated that they became aware of the programme through a university talk, careers service or recruitment talk, by some distance the most popular route for participant awareness.

Direct marketing from GO Wales (email, Facebook, Twitter, leaflets, flyers and posters) was cited by approximately 12% of participants as how they became aware of the programmes activities. Although this is a relatively low proportion it is possible that other methods of marketing, such as university talks and careers services, are more memorable and therefore are recalled by a greater proportion of people at a later date.

Table 5.3: How did the Participant become aware of GO Wales?

<table>
<thead>
<tr>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University talk, careers service or recruitment / employment or other fayre</td>
<td>218 50%</td>
</tr>
<tr>
<td>From my employer</td>
<td>74 17%</td>
</tr>
<tr>
<td>General web search</td>
<td>64 15%</td>
</tr>
<tr>
<td>Friends / fellow students / family</td>
<td>63 14%</td>
</tr>
<tr>
<td>Email, Facebook, Twitter</td>
<td>28 6%</td>
</tr>
<tr>
<td>Leaflets, flyers and posters</td>
<td>24 6%</td>
</tr>
<tr>
<td>Other</td>
<td>28 6%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>436 100%</strong></td>
</tr>
</tbody>
</table>

* Some participants provided multiple answers

Assessing these responses by institutions it is apparent that direct marketing is not recorded as being the most important element for any institution. Rates of response to direct marketing vary across institutions, but the low number of responses for some institutions preclude any significant conclusions from being drawn.

60% of participants felt that there was either a lot or some information available about GO Wales at their University. 24% of participants heard of the programmes whilst they were not at University. Excluding those participants who were not at University at the time, nearly 80% of respondents felt that there was either a lot of information available or there was some information available. Assessing the responses of those quoting there was ‘no information available’ by institution it is apparent that UWIC (38%) and Bangor (31%) had the greatest proportion of students unable to find information. However, the sample sizes at each
institutions are relatively small. TSD Carmarthen (0%) and Aberystwyth (10%), Glamorgan (11%) had much lower levels of participants reporting difficulty finding information.

Figure 5.1: How would Participants Describe Marketing Activity and Information on GO Wales at your University?

Once participants had heard about the programme over 90% stated that they found it either very easy or easy to gather further information on the GO Wales programme. Less than 1% found it either difficult or very difficult. There is no evidence to suggest that those who were at a University found it easy to find further information about the programme than those who weren’t at University, or vice versa.
5.5.1 GO Wales Website

88% of respondents have used the GO Wales website. Of these 384 respondents, 60% stated that the website contained all of the information they required, and 39% stated it contained some of the information they required. Only 1% of those who have used the website felt that it contained very little of the information they required.
85% of those who have used the website felt that it was easy to use and navigate. Only 3% found that the website was difficult to use and navigate.
Respondents who had used the GO Wales website were also asked to suggest how they felt the website could be improved. Most commonly participants were unable to think of any ways in which the website could be improved, with around 200 responding in this way. A further 80 or so respondents stated that the website was fine / OK and didn’t need to be improved. Approximately 20 to 30 respondents stated that they would have liked more information across a range of topics. A selection of interesting and viable responses have been included, as they provide some comments which may be worth considering:

- View on line case studies
- There was no options to upload the CV and covering letter separately
- Some way of knowing if you have been rejected or not
- More local details about activities and experiences in my area, just had general on website
- Link the GO Wales website through to the Facebook pages and use more examples of where people have gone for their experience, show the benefits of the programme
- The main thing was that the placements weren’t up to date or current
- A bit more of a description about the jobs that you are applying for
- Could make it easier for students to look at their own records

5.6 Impact and Outcomes

In this section questions were asked to assess the impact of the GO Wales programme. Participants responses were split on a strand by strand basis. The analysis has been presented in a similar format, with responses separated by strand. Some questions were asked in more than one of the strands and therefore where applicable analysis across strands has been conducted.

5.6.1 Work Placement

In total 151 respondents answered questions in this section of the survey.

52% of respondents participated in the GO Wales programme because they wanted to get experience of a particular type of work, the most frequent answer. Other common reasons for participation include wanting to improve employment prospects/CV or wanting to get general work experience. 17% of participants had the programme recommended to them either through friends and family or by a University.
Table 5.4: What Attracted the Respondents to Participate in the Programme?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to get experience about a particular type of work</td>
<td>79</td>
<td>52%</td>
</tr>
<tr>
<td>Wanted to improve employment prospects / CV</td>
<td>74</td>
<td>49%</td>
</tr>
<tr>
<td>Wanted to get general work experience</td>
<td>46</td>
<td>31%</td>
</tr>
<tr>
<td>Needed to earn money</td>
<td>28</td>
<td>19%</td>
</tr>
<tr>
<td>There was a particularly interesting project</td>
<td>21</td>
<td>14%</td>
</tr>
<tr>
<td>Wanted to build networks / contacts with employer</td>
<td>20</td>
<td>13%</td>
</tr>
<tr>
<td>Recommended / experiences of friends/family/others</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>Recommended by University</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Had nothing else to do</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Previous experience of another element of GO Wales</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>151</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Some participants responded with multiple answers

A follow up question was asked to respondents on some of the answers, aiming to understand to what extent their targets had been achieved. Figure 5.5 shows the proportion of respondents who had achieved either a lot or a little of what they had wanted to achieve. This shows that there is a strong level of achievement with over 90% of participants achieving what they had set out to do in each of the four areas.

Figure 5.5: To what Extent were Targets Achieved?
16%\(^8\) of participants felt that they would definitely have arranged a similar placement or gained work experience through another route, a further 27% probably. 38% thought that they probably wouldn’t have arranged work experience without GO Wales. 19% stated that they definitely wouldn’t have arranged work experience on their own.

**Figure 5.6: Would you Have Arranged a Similar Placement or Work Experience Without GO Wales?**

6.2 Skills and Experience

A large area of impact assessment for GO Wales revolves around understanding to what degree participants have improved their skills and experience.

The most frequent response were as follows:

- 26% - understanding of the working environment
- 25% - understanding of an industry
- 23% - communication
- 21% - job specific/ technical

The majority of respondents felt that they would have gained at least some of the skills and experiences in other ways, with 83% of respondents falling into this category. 25% of respondents felt that they would have gained all of the skills and experiences in other ways. 17% felt they would have got none of the skills and experiences.

\(^8\) Further investigate of whether this would have been the case will take place through the control group survey to test whether there is optimism bias within these responses.
Respondents who felt that they would have gained the same skills and experiences without the GO Wales programme were asked whether they thought that it would take them longer to achieve these skills. 77% of respondents thought that it would have taken them longer to gain the skills and experiences without GO Wales. 41% thought a little longer and 36% thought a lot longer.

Figure 5.7: Would you have gained the Same Skills and Experiences in Other Ways?

Figure 5.8: Would it have taken longer to gain skills and experiences?
This shows that overall the participants in the placement programme generally felt that they would have developed the skills they got during the GO Wales experience anyway, but over a longer timeframe.

5.6.3 City & Guilds Professional Development Award

70% of participants in the work placement scheme took part in the City & Guilds (C&G) award (105 out of 151). 64% of those which started the award finished the scheme. 57% of those who took part in the award felt that it enhanced their placement experience and 59% felt that it had improved their employability.

The 46 participants who didn’t take part in the C&G award generally stated that pressure of other commitments or a lack of time prevented them from completing the award.

Table 5.5: Reasons for not Participating in C&G Award

<table>
<thead>
<tr>
<th>Reason</th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure of other commitments</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>Didn’t want to</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Lack of time within the placement</td>
<td>10</td>
<td>22%</td>
</tr>
<tr>
<td>Not appropriate / didn’t need it</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Had completed previously</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>46</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Students who didn’t want to take part in C+G scheme came from a variety of different institutions. Looking at the proportion of students who didn’t want to take part there might be some early evidence of a pattern emerging by institution but given the small number responses from some institutions it is difficult to draw any hard conclusions. This is an issue that could be explored further in the final evaluation when there is more data to analyse.

5.7 Further work experience

13% of respondents have arranged further work experience since their placement (20 out of 151). From the group of 20 who have completed further work experience, 9 have completed more than one further work experience placement. In total this group of 20 respondents completed 33 further work placements, with 76% (25 out of 33) being paid. 8 voluntary work placements were completed.

25% of those who have completed further work experience claim that they would have definitely done so without the influence of GO Wales. 30% felt that they probably would have completed work experience. A further 25% state that they wouldn’t have completed any further work experience if it wasn’t for the influence of GO Wales. Although the majority of those undertaking further work experiences stated that they would have done so without GO Wales it is no guarantee that the quality and type of work experience would be of a similar level to GO Wales. For example, it would be difficult for an individual arrange a specific work
experience project to undertake, without the influence of a programme like GO Wales. This
will be tested further in the final evaluation.

Table 5.6: Would you have Arranged Further Work Experience without GO Wales?

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, definitely</td>
<td>5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Yes, probably</td>
<td>6</td>
<td>30.0%</td>
</tr>
<tr>
<td>Probably not</td>
<td>1</td>
<td>5.0%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>35.0%</td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>20</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

5.7.1 Current Activity

All 151 participants in the work placement scheme were asked what they are currently doing. The largest proportion, 33% were employed by the host organisation on a full time or part time basis. A further 32% were either employed elsewhere or by another SME. Therefore in total 65% of participants were employed. Other responses included those who are currently studying (19%) and those who are currently self employed (7%). Only 7% of those who had participated in the GO Wales scheme are currently unemployed, below the current average unemployment rate for recent graduates of around 20%. Given the restricted number of graduate jobs available the low number of participants unemployed this is a noteworthy achievement.

Table 5.7: What are Participants Currently Doing?

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed by host organisation on full/part time</td>
<td>49</td>
<td>33%</td>
</tr>
<tr>
<td>Employed elsewhere on full/part time</td>
<td>32</td>
<td>21%</td>
</tr>
<tr>
<td>Studying</td>
<td>28</td>
<td>19%</td>
</tr>
<tr>
<td>Employed by another SME on full/part time</td>
<td>16</td>
<td>11%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>Self Employed</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>Travelling, Gap year, “Time Out”</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Work experience placement</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

90% of respondents who are now working for the host organisation had a job offer as a direct result of the GO Wales placement. From the group of people who are employed, but not by the host organisation, 82% felt that the skills and experiences gained via the GO Wales placement had contributed to gaining the job either significantly or to some extent. Only 7% of respondents felt that it was not at all relevant.
77% of participants who are now employed described their job as a ‘graduate job’. This means that 48% of all those completing the work placement scheme are employed in a ‘graduate job’.

Participants who classified themselves as either employed or self employed were asked how much they earned. The average wage for those responding was approx £16,900 per annum. Nearly 30% of participants who are employed felt that GO Wales had an impact on their salary. The average salary increase of those who felt GO Wales had an impact was £4,900. Further analysis of net impact will be undertaken at final evaluation stage.

**Location of Current Employment**

The participants who were classified as employed were asked to clarify where there current workplace was. 87% stated that they were employed in Wales with the other 13% stating that they were employed outside of Wales.
From the 82 participants who are currently employed in Wales, about 67% felt that they would still be employed in Wales, even if they were not involved in GO Wales. 17% of respondents felt that they would be unlikely to be living in Wales without the influence of the GO Wales programme.

**Figure 5.11: Without the Influence of GO Wales would the Participant Still be Living in Wales?**
Participants were asked whether they thought that the skills and experience gained during the placement would help them secure employment opportunities in the future. 45% of respondents felt that it would help them significantly and 44% felt it would help them to some extent.

Table 5.8: Will the Skills and Experience Gained During the Placement Help the Participant Gain Employment Opportunities in the Future?

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, significantly</td>
<td>68</td>
<td>45%</td>
</tr>
<tr>
<td>Yes, to some extent</td>
<td>66</td>
<td>44%</td>
</tr>
<tr>
<td>Not really</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Participants identified the skills and experiences they felt were likely to improve employment prospects in the future. The most frequent responses were:

- Communication – 19%
- Job Specific / Technical – 17%
- Work Experience – 13%
- Understanding an Industry – 13%
- Confidence – 12%
- Understanding the working environment – 11%
- Project management – 10%

This list demonstrates that the work placement programmes develop participant’s skills, particularly those that employers often suggest graduates and students are lacking, such as communication and understanding of the working environment.

Participants were asked how they thought the programme could be improved. Broadly most people were happy with the programme. The areas where the greatest amount of concern was expressed related to:

- Quantity of paperwork required throughout the programme
- Wanting more contact / communication during and after the placement
- Questioning the value of completing the City & Guilds certificate
- Increasing the profile so more students / graduates are aware of the programme
5.8 Work Taster

In total 151 respondents answered questions related to this strand.

52% of respondents wanted to get experience of a particular type of work, the most common reason for undertaking a work taster. 48% of respondents wanted to improve their employment prospects / CV. 24% of participants had been recommended to do the work taster by a University. Broadly the reasons for participating in the work taster strand of GO Wales, were very similar to the reasons for participating in the work placement strand as discussed in section 5.6.1.

Table 5.9: What Attracted the respondents to Participate in the Programme?

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to get experience of a particular type of work</td>
<td>78</td>
<td>52%</td>
</tr>
<tr>
<td>Wanted to improve employment prospects/CV</td>
<td>72</td>
<td>48%</td>
</tr>
<tr>
<td>Recommendation from university</td>
<td>36</td>
<td>24%</td>
</tr>
<tr>
<td>Wanted to get general work experience</td>
<td>35</td>
<td>23%</td>
</tr>
<tr>
<td>Wanted to build networks/contacts with employer</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td>Recommendation/experiences of friends/family/others of the programme</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Had nothing else to do</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Previous GO Wales taster</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Previous experience on another strand of GO Wales</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>151</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Some participants gave multiple responses

As a follow up question participants were asked to what extent the work taster had enabled them to achieve their reasons for participating in the programme.
30%\textsuperscript{9} of respondents felt that they would definitely have arranged a work taster without the involvement of GO Wales, a further 38% probably. The other 31% felt that they were unlikely to have arranged further work experience.

Figure 5.13: Would the Participant have Arranged Work Experience via Another Method Without GO Wales?

\textsuperscript{9} Further testing of this will be undertaken as part of the final evaluation to test whether there is optimism bias within these responses, particularly given the percentage of participants that have organised further work experience.
5.8.1 Skills and Experience

Respondents were asked to describe the main skills and experience that they gained from participation in the work taster programme. 40% of respondents felt that they had gained an understanding of an industry, 33% felt they had gained an understanding of the working environment. 19% of respondents felt that they had improved their communication skills as a result of being involved in the GO Wales programme. Note that respondents were allowed to give multiple answers.

Figure 5.14: Would the Participant have Gained Skills and Experiences in other ways?

Respondents who stated that, at least in some part, they would have achieved these skills and experiences anyway, were asked whether it would have taken longer. 73% of respondents claim that it would have taken either a lot longer or a little longer to achieve the skills and experience without the GO Wales programme.
Figure 5.15: Would it have Taken the Respondents Longer to Gain Skills and Experiences?

5.8.2 Further Work Experience

72% of participants in the work taster programme have not arranged any further work experience that was not supported by GO Wales. 29% of respondents (43 out of 151) have completed further work experience. In total these 43 respondents have completed a total of 92 additional work placements, only 8% of which were paid.

36 out of the 43 respondents claimed that they would have done further work experience without the help of GO Wales.

5.8.3 Current Occupation

52% of those who have participated in the work taster strand are currently studying. 33% of respondents are employed either by the host organisation, elsewhere or by another SME. The proportion of respondents who are currently studying is much higher than with the work placement strand, reflecting the fact that work tasters are shorter in nature and can be undertaken at the same time as studying, often by undergraduates. This is demonstrated by the fact that 75% of those surveyed under the work taster strand were undergraduates when they were first involved in GO Wales, in comparison to 32% of those surveyed in the work placement strand.
Table 5.10: What are Participants Currently Doing?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying</td>
<td>79</td>
<td>52%</td>
</tr>
<tr>
<td>Employed elsewhere on full/part time</td>
<td>24</td>
<td>16%</td>
</tr>
<tr>
<td>Employed by host organisation on full/part time</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>Employed by another SME on full/part time</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td>Voluntary</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Travelling, Gap year, “Time Out”</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Self Employed</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

13 respondents state that they got a job with their work taster host organisation. 6 of these respondents thought that they had got the job as a direct result of the taster, with the other 7 respondents claiming it was not as a direct result.

The respondents who were employed, but not by the host organisation, were asked whether they felt that the skills and experiences gained during the work taster had been a contributory factor in them getting the job. The results are shown in Figure 5.16 below. 34% of people thought that it had helped either significantly, or to some extent. 46% didn’t feel that it had helped at all.

**Figure 5.16: Did Skills and Experiences Gained During the Taster Help in Securing Employment?**
44% of those employed (either by the host organisation or other employers) described their job as a graduate job. In comparison nearly 80% of those who had completed a work placement and were employed, described it as a graduate job.

**Current Location of Employment**

33 participants stated that they are currently employed in Wales. 28 of those felt that they would be working in Wales even without the involvement of GO Wales. 2 participants thought that they would not have been working in Wales without the influence of GO Wales. The other 3 participants didn’t know one way or the other.

**Average Wage**

The participants who are now employed were asked about how much they earn. This is likely to include some participants who are involved in part time work whilst continuing their studies, rather than in full time education post graduation. The average annual salary was £13,200. Only 17% of those now employed felt that the work taster programme had an impact upon their salary. The average increase in salary of those reporting a change was £2,300. The average annual increase for all participants with a job, including those who reported no change, is around £300.

**5.8.4 Skills and Experience Gained**

85% of participants believe that the skills and experience that they have gained will help them to gain employment opportunities in the future, either significantly or to some extent. Only 12% of participants felt that they hadn’t really learnt any relevant skills.

**Figure 5.17: Will Skills and Experiences Help Participants Gain Employment in the Future?**
The 85% of respondents who stated that they had gained additional skills and experiences gave reasons why they thought this was the case. Most commonly respondents felt that they had developed either an understanding of an industry (21%) or an understanding of the working environment (17%). Communication, teamwork and job specific / technical skills were all mentioned by more than 10% of respondents as being an important skill they had developed.
5.9 Graduate Training Development (GTD)

The Graduate Training and Development (GTD) strand allows businesses to part fund professional training for their staff. Its aim is to deliver a higher skilled workforce for businesses in Wales. A more detailed description is available in the interim evaluation report.

100 respondents answered in this part of the survey.

Firstly participants were asked to describe why they had wanted to take part in the GTD programme. Participants were allowed to give multiple responses. 47% of respondents wanted to participate in the programme to develop skills that would be relevant to their current job. 28% of participants wanted to develop skills that would be useful for a future career. This demonstrates that participants wanted to engage in order to improve skills and qualifications.

Other frequent responses include 38% of participants being recommended the programme by their employer and 20% of participants having identified relevant training or qualifications but their employers would not have proceeded at full cost.

Table 5.11: Why did the Respondents Participate in the GTD?

<table>
<thead>
<tr>
<th>Reason for Participation</th>
<th>Participants</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to develop skills / gain qualifications for current job</td>
<td>47</td>
<td>47%</td>
</tr>
<tr>
<td>Recommendation of employer</td>
<td>38</td>
<td>38%</td>
</tr>
<tr>
<td>Wanted to develop skills / gain qualifications for future career</td>
<td>28</td>
<td>28%</td>
</tr>
<tr>
<td>Had identified training / qualification but employer could not afford it</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Recommendation / experiences of friends/family others of the programme</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Recommendation from university</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Some participants gave multiple answers
Respondents were most positive about the GTD programme giving them skills and experiences which will help them in their current job and help them in future employment roles. In both cases over 90% of respondents thought that GO Wales had helped them either significantly, or a little, in those areas. The GTD strand has also had a positive impact on making participants more likely to undertake further training and development in the future, with over 80% agreeing.

Figure 5.18: To what Extent has the GTD Programme Helped?

5.9.1 Wage Impacts

The average salary of those who had participated in the GO Wales programme was £25,000. 70% of participants in the GO Wales programme thought that it had no impact upon their salary. From the 30% who felt it had increased their salary, the average increase was £5,700. Therefore the average salary increase per participant, including those who thought there was no impact, was £1,700.

5.9.2 Benefits of GO Wales

Participants thought that the programme had brought them a range of different benefits. Unsurprisingly most frequently participants felt that the GTD had supported their skill development (across a wide range of areas). Other responses included improving their confidence, helping them to establish new business contacts and assisting them in saving money on the cost of training or making the cost of training more affordable.

Participants in the GTD were also asked to explain how they thought that programme may have benefitted employers. Most often participants felt that by improving their staff skills levels
employers were able to benefit from increased productivity or develop specific products / projects.

Participants were asked to explain in what ways the GO Wales programme could be improved. Most frequent responses included participants saying that the programme was fine as it is, and it could benefit from more advertisement and less onerous paperwork. One comment made by a participant in the GTD programme but backed up by views expressed during the consultation process was as follows:

“As I’ve said - it could show a bit more flexibility - it's clearly geared to people in employment, not business owners. If it could bend a little to entrepreneurs it could bring in a bit more general support from the business community”
5.10 Freelancer Academy

14 respondents answered this section of the survey. The low number of responses is due to the low level of participation thus far in this strand. Due to the small numbers surveyed the responses should be treated with caution, particularly when expressed as percentages.

Respondents were asked to explain what had attracted them to participate in the GO Wales programme. 57% of respondents wanted to gain a better understanding of freelancing. The same percentage wanted to gain new skills and wanted to network with others in a similar position.

7% of respondents stated that they were already working as a freelancer before participating in the Freelancer Academy. This means that 93% of respondents were participating in GO Wales to learn more about being a freelancer. 64% of respondents stated that they were exploring a career as a freelancer before the participated in GO Wales. A further 29% were certain that they would become a freelancer.

Participants were asked to describe which industry they were interested in freelancing in. The most popular options, all with 14% of the total, were media production, marketing, health and social and graphic design.

Table 5.12: What sector did the respondent want to work in?

<table>
<thead>
<tr>
<th>Sector</th>
<th>No of Respondents</th>
<th>Proportion of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media production</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Marketing</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Health &amp; social sector</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Graphic design</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Sustainable development</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Media &amp; journalism</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Management consultancy</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Environmental consultancy</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Education &amp; IT</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Being a private tutor</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>14</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Participants were asked to rate to what extent they had been successful in developing different elements which could be relevant to their freelancing career. This produced very positive results with the majority of candidates rating their development in each of these areas as either significant or a little.

Table 5.13: How did the Participants rate the Freelancer Academy?

<table>
<thead>
<tr>
<th></th>
<th>Yes, significantly</th>
<th>Yes, A little</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of a freelance career</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical skills to develop a freelancing career</td>
<td>50%</td>
<td>43%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Skills and knowledge to pursue a freelance career</td>
<td>57%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacts and networks</td>
<td>50%</td>
<td>36%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

The participants felt that the main skills and experiences they developed during the freelancer academy were:

- Communication (36%)
- Presentation skills (29%)
- Interpersonal (22%)
- Understanding of the working environment (22%)

Participants were then asked whether they felt that they would gain the same skills and experiences in other ways. Most participants felt that they would have gained at least some of the skills in other ways. This will be tested further in the final evaluation.
Those participants who felt that they would have gained the skills anyway, also tended to recognise that it would have taken them longer without the involvement of the freelance academy. 33% felt it would have taken them a lot longer, 58% a little longer.

Figure 5.20: Would the Participant have taken Longer to Gain Skills and Experiences without GO Wales?
11 out of the 14 participants are currently either employed, self employed or freelancing. The remaining three participants were unemployed. The average salary of those who were employed is £16,400.

Only 20% of those currently employed felt that the freelance academy had an impact on their wages. The increases were relatively small, £2,000 and £1,500.

30% of those who are now employed felt that they had started a career in freelancing sooner than they would have done without involvement in freelancer academy.

50% of respondents felt that they have been significantly more successful as a freelancer than they would have been without freelancer academy. 10% of respondents thought they had been a little more successful as a result of participation in the academy.

From the group of 9 people who are not freelancing yet, only 1 has decided that a career in freelancing is not for them.

Communication was most frequently cited by participants as a skill that they have developed through the academy, which they felt would useful in their new career path.
5.11 Graduate Academy

20 respondents participated in this section of the survey.

When asked why they wanted to participate in the Graduate Academy respondents most frequently stated that they wished to improve their employment prospects, with 90% of people stating this. Other reasons for wanting to participate in the programme include wanting to continue to learn whilst either out of work or whilst underemployed. 5% of respondents were told about the opportunity via a university.

Figure 5.21: Why did the Respondents Participate in the Graduate Academy?

5.11.1 Skills and Experience

The main skills and experience gained from the Graduate Academy include confidence (stated by 50% of respondents), leadership (35%) and project management (25%). Participants also thought that they had gained both an understanding of an industry and an understanding of the working environment (both 20%).

40% of respondents felt that they would have gained some of the skills and experiences in other ways. A further 30% of respondents felt that they would have gained a few of the skills and experiences in other ways.
Figure 5.22: Would Participants have Gained Skills and Experiences Anyway?

From the group of respondents who stated that they would have gained some of those skills anyway, 86% stated they would have taken longer to gain these skills, either a lot longer or a little longer.

Figure 5.23: Would it have taken the Participant Longer to Gain these Skills?
85% of participants stated that they haven’t arranged any further work experience since the Graduate Academy.

50% of participants are currently employed either by the host organisation or another employer. This demonstrates a high level of employability as a result of the programme. 20% of respondents are unemployed, equivalent to the average recent graduate unemployment across the country. 20% are currently studying. This is particularly impressive as participants in this strand are out of University and unemployed, therefore often low on confidence.

**Figure 5.24: What are the Participants Currently Doing?**

15% of participants are employed by their host organisation, where they undertook the work taster element of the academy, (3 out of 20). All of these respondents received their job offer as a direct result of the graduate academy work. Of the 7 other workers who are employed elsewhere or with an SME, 3 felt that the Graduate Academy was significant in helping them to secure a job. 3 others felt that it had helped them to some extent.

70% of those employed described their job as a graduate job. The average salary of those employed is approximately £13,500. 40% of those employed felt that GO Wales had an impact upon their salary. The average increase across these employees was £2,000.
Figure 5.25: Will the Graduate Academy help you Secure Further Employment in the Future?

- Yes, significantly, 45%
- Yes, to some extent, 35%
- Not really, 15%
- Don't know, 5%
6. Employer Participant Survey Analysis

This appendix sets out the analysis of the GO Wales employer participant survey. It is intended as a stand alone document with summaries of key conclusions and issues reported within the interim evaluation report.

6.1 Sample and Participation

226 employers were surveyed in this section. Questions in this section cover the general opinions of businesses about GO Wales, including how they became aware of the programme, and ease of use. Businesses were then split according to type of intervention undertaken during the last time they participated in the programme. Therefore some businesses were asked questions about Work Placements and other businesses were asked questions about Work Tasters and Graduate Academy. The table below shows the profile of sampled businesses by strand. Confidence intervals are provided to give an indication of the reliability of results. The final evaluation will boost sample sizes and lead to greater robustness of data.

Table 6.1: Businesses Surveyed by Strand

<table>
<thead>
<tr>
<th>Strand</th>
<th>Survey Participants</th>
<th>Proportion of Total Surveyed</th>
<th>Completed Interventions</th>
<th>Proportion of Completed Interventions Surveyed</th>
<th>Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Placement</td>
<td>101</td>
<td>45%</td>
<td>769</td>
<td>13%</td>
<td>9.09</td>
</tr>
<tr>
<td>Work Taster and Graduate Academy</td>
<td>50</td>
<td>22%</td>
<td>960</td>
<td>5%</td>
<td>13.5</td>
</tr>
<tr>
<td>Graduate Training and Development (GTD)</td>
<td>75</td>
<td>33%</td>
<td>237</td>
<td>32%</td>
<td>9.38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>226</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of the 226 businesses surveyed, 76 (34%) had participated in GO Wales before January 2009, an earlier phase of the GO Wales programme. Most frequently these employers had been involved in the delivering work placements, with 75% (57 out of 76) falling into this category. Some of the employers participating in the earlier phases of GO Wales were involved in multiple participations.

6.2 Awareness and Marketing

All 226 employers were asked how they became aware of GO Wales. Most frequently they stated that it was as a result of the direct marketing campaign from GO Wales (24%). 20% of businesses heard of the programme through contact with the University. Around 10% became aware of the programme through either a networking event or information from an employee. Nearly 25% of respondents heard of the programme via ‘other’ methods. This includes
hearing about the programme via multitude of other public sector sources including the Welsh Assembly Government, WDA and Careers Wales. It also includes some respondents who can’t remember how they heard about the programme.

**Figure 6.1: How did Employers Become Aware of GO Wales?**

Employers were asked how easy it was to find out further information about GO Wales. The majority (72%) felt that it was very easy to find out more information. A further 23% felt that it was quite easy to find out more information.

**Figure 6.2: Once Employers were Aware of the Programme how easy was it to find out more?**
6.2.1 GO Wales Website

72% of employers have used the GO Wales website. Those employers who have used the website were asked to describe to what extent the website contained the information required. 51% found that the website contained all the information they required. A further 46% felt it contained some of the information needed. Only 3% felt it had very little of the information required.

**Figure 6.3: To what Extent did the Website Contain the Information Required?**

Employers’ opinions about how easy it was to use the website were also overwhelmingly positive. 74% thought the website was easy to use and navigate. 17% felt it was neither easy nor difficult to use. 10% of respondents thought the website was difficult to use and navigate.

**Figure 6.4: Was the Website Easy to use?**
Employers who had used the website were asked for ways in which it could be improved. 40% of respondents stated that they didn’t know or couldn’t remember how the website could be improved. 37% of respondents felt that no improvements were needed. Other responses include a variety of different opinions including:

- Simplifying the website / registration process
- Providing more information on funding available
- Improving the functionality of the website i.e. search functions, navigation

When businesses were asked how the marketing and information relating to GO Wales could be improved most businesses either didn’t express any opinion or were unable to suggest any improvements. However, some businesses expressed opinions relating to how the programme was organised with a focus towards students but considering the needs of businesses less. Such comments were as follows:

- Sometimes the marketing would be targeting employees and employers in the same category they should be different.
- Should target businesses directly
- Re-evaluate the whole thing. There are two distinct user groups - it’s good for students, not for business
6.3 Work Placement

101 businesses had been involved in providing work placements. Nearly 45% of them stated that the subsidised wage incentive was a significant factor in securing their participation. 36% of businesses wanted to appoint a new employee and felt that this was an opportunity to see if it would work. 35% of businesses had a specific project that needed to be resourced. Interestingly 30% of businesses wanted to give a student/graduate an opportunity of work, evidence that businesses are involved in the work placement programme for reasons other than just their own. Businesses were also attracted by the ability to draw on a larger pool of graduates to find a great candidate (22%).

Figure 6.5: Why did Businesses Participate in Work Placements?

60% of businesses had employed graduates before they were involved in GO Wales. The remaining 40% hadn’t employed a graduate previously.
Nearly 45% of businesses felt that the focus of the GO Wales placement was related to marketing / business development within the company. 34% of businesses wanted to develop a product or a service. 24% of businesses had identified an internal process development.
45% of businesses indicated that they would have organised a work placement without the intervention of GO Wales (either definitely or probably). 36% of respondents thought that they probably wouldn’t have arranged a work placement and another 19% definitely thought they wouldn’t have.

**Figure 6.8: Would you have Organised a Work Placement without GO Wales?**

![Pie chart showing responses to the question of whether businesses would have organised a work placement without GO Wales.](image)

73% of businesses rated the administration of the programme as very good. No businesses felt that the programme’s administration was either poor or very poor.

**Figure 6.9: How did Businesses Rate the Administration of the Programme?**

![Pie chart showing the percentage of businesses rating the administration of the programme.](image)
Businesses were asked to describe in what ways they thought that the support they had received could be improved. 40% of businesses didn’t know how the support they had received could be improved. 36% thought that the support they had received was very good and that there could be no improvements made. Other comments, which were only made by a few businesses, centred around paperwork being too complicated or time consuming, communication needing to be improved between the parties involved (i.e. students, GO Wales staff and businesses) and diary keeping proving to be a burden.

6.3.1 Impact

Typically businesses felt that participation in GO Wales has had a positive impact upon them. The majority of businesses thought that participating in GO Wales had either significantly or a little improved their opinion against each of the statements in Table 6.2 below. Businesses were now more likely to employ graduates, more likely to draw on the resources of Universities in Wales and more likely to offer work experience (either through GO Wales or without). Businesses are also more aware of what Universities in Wales can offer, but to less of an extent than other statements, as 35% of businesses didn’t feel they had become more aware.

Table 6.2: What Impact has Participating in GO Wales had on Businesses?

<table>
<thead>
<tr>
<th>Impact</th>
<th>Yes, Significantly</th>
<th>Yes, A little</th>
<th>No</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation has made my business more likely to employ grads in the future</td>
<td>49</td>
<td>32</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Participation has made my business more aware of what universities in Wales can offer</td>
<td>28</td>
<td>38</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>Participation has made my business more likely to draw on the resources of universities in Wales</td>
<td>40</td>
<td>36</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Participation has made my business more likely to offer work experience opportunities in the future through GO Wales</td>
<td>79</td>
<td>14</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Participation has made my business more likely to offer work experience opportunities without GO Wales</td>
<td>39</td>
<td>43</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Participation in GO Wales has had a positive impact on my business</td>
<td>67</td>
<td>27</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

72 businesses offered jobs to their work placements, with some businesses offering jobs to multiple placements (71% of businesses surveyed). In total these 72 businesses offered 127 work placement trainees jobs at the end of their placement. A total of 211 work placements were completed at the businesses surveyed, meaning that 60% of work placements were offered a job (127 out of 211).
58% of businesses offering a job (42 out of 72), didn’t think that they would be offering jobs as a result of the work placement. This demonstrates the positive impact that the work placements had on businesses understanding of the value of graduates.

The 30 businesses who weren’t expecting to employ a graduate but did give comments explain the reason why they changed their mind. In over 80% of cases it was because the candidate had proved their worth to the company through the quality of their work. A few other businesses stated that they had additional work that needed completing and that this was a reason for keeping the graduate on.

37% of businesses surveyed have recruited other graduates since being involved in the GO Wales work placement programme. In total these 37 businesses have employed an additional 80 graduates, an average of 2.3 graduates per business.

Of the 37 businesses, 38% felt that the decision to hire new graduate was influenced, either significantly or to some extent, by participating in GO Wales. 24% didn’t really think it was influenced by GO Wales and a further 35% didn’t think it was influenced at all.

Figure 6.10: Was the Decision to Hire a New Graduate Influenced by GO Wales?

13% of businesses stated that they would invest in a KTP as a result of GO Wales (13 out of 101 businesses). 5 of these businesses have already set up a KTP.

The 101 businesses who had participated in the work placement scheme were asked whether the programme had impacted on any of the following areas of the business:

- New products and/or processes
- Turnover
Employment

or None of these areas

More than 50% of businesses found that new products and/or process had been developed as a result of GO Wales. Turnover and employment impacts were noted for just under 30% of businesses.

Figure 6.11: Has GO Wales impacted on any of these areas of the Business?

### 6.3.1.1 Change in Turnover

28 businesses reported that GO Wales had an impact upon their turnover levels. The average turnover of these businesses during their last full year of trading was around £770,000. The average increase in turnover as a result of GO Wales was approximately £45,000. Including businesses who felt that GO Wales had not made any impact meant that the average increase in turnover per business fell to under £6,000. However, it is still early stages for measuring impact and it is possible that further impact will be noted during the final evaluation phase.

### 6.3.1.2 Change in Employment

28 businesses reported a change in employment as a result of GO Wales. In total these businesses employ an average of 42 FTE workers per business. They attribute 75 FTE workers to the activities undertaken as part of GO Wales. This means an average increase of 2.8 FTE workers per business. If all businesses are counted, including those that stated there was no employment impact the average was 0.75 FTE workers per business.
6.3.1.3 Overall impact upon businesses

Businesses were asked to describe any other ways in which GO Wales had impacted on their business in addition to those already discussed. 61% of businesses couldn’t think of any further ways which had influenced their business. Those which could suggest areas picked up on the way GO Wales gave the business a more risk free way to sample what graduates could do, with some stating it was a more efficient way of recruiting. Other businesses stated the benefit of having an extra resource, including occasions when they brought new skills to the business.

Businesses were asked to describe how GO Wales could be improved to increase the impact upon their business or in more general terms. 42% of businesses didn’t know how GO Wales could be improved, with a further 17% saying they thought no improvements were necessary. Several comments were centred on increasing the length of the subsidised placement, businesses feeling they had only just got started before the placement was due to end. Another small group of businesses (about 10%) stated that GO Wales could be improved by increasing the amount of funding that was available, or increasing the limit on the funding, i.e. a subsidy greater than 50%. A few businesses (around 5%) thought that their experience of GO Wales would have been improved with a better matching of employers and students, as the skills and experiences the student held were not always suitable to the placement role. It was suggested that a better background check of students might be able to help improve this issue. Another small group of businesses (about 5%) thought the programme could be improved by marketing and publicising the programme more widely.

6.3.2 Business Assessment of Impact upon Students

Businesses were also asked to assess, in their opinion, whether participation in GO Wales had a positive impact on the individuals affected. 70% of businesses thought there was a significantly positive impact on the work placement student/graduate. A further 24% thought that there was likely to be a positive impact to some extent. Only 4% of businesses thought that there was no evidence of a positive impact on the students.

The businesses who felt that students had gained some form of positive impact (95 out of 101), were then asked about what the main skills and experiences gained by the student were. Businesses were allowed to identify multiple skills and experiences. The most frequently chosen answers were:

- 59% - understanding the working environment
- 28% - understanding of an industry
- 27% - communication
- 18% - job specific / technical
- 15% - confidence
6.3.3 Future Engagement with GO Wales

98% of businesses would make use of GO Wales again in the future. 97% of businesses would recommend the GO Wales programme to others. 73% of businesses have already recommended the GO Wales programme to others.
6.4 Work Tasters and GA Work Experience

50 businesses answered questions in this section of the survey.

6.4.1 Reasons for Participation

Businesses were asked to explain why they wanted to host a work experience taster. 66% of businesses wanted to provide a student / graduate with work experience opportunities. This differs from the reasons for participating in the work placement scheme as the initial reasons for participation are more about the individual than the business. A small number of businesses (4%) were curious about GO Wales having heard about the programme via marketing information. No businesses found out about the programme via a recommendation of other businesses. Other responses included businesses have a particular project or task that they needed resourcing or having being approached by GO Wales, a student or a university.

Figure 6.13: Why did the Business host a Work Experience Taster?

64% of businesses involved in the taster already employ graduates, with 36% stating they don’t employ graduates.
Businesses were asked whether they would have organised work experience without the influence of GO Wales. 66% of businesses thought that they would have (42% definitely, 24% probably)\(^\text{10}\). 14% of businesses felt they wouldn’t have organised the work experience without the influence of GO Wales.

\textbf{Figure 6.15: Would Businesses have had a Work Experience Person without GO Wales?}

\(^{10}\) This will be tested further in the final evaluation to check for optimism bias.
90% of businesses rated the support and administration of GO Wales as either very good or good. Only 2% of businesses rate the support and administration of GO Wales as poor.

**Figure 6.16: How did Business rate the Support and Administration of GO Wales?**

Most frequently businesses were not able to suggest ways that the GO Wales programme could be improved (46%) or thought that no improvements could be made (26%). Better and/or more communication was the most frequently cited area of improvement.
6.4.2 Impact

When businesses were asked to rate the success of their participation in the programme against a number of indicators, the comments were generally positive. The areas in which feedback was most positive were; businesses are now more likely to offer work experience in the future through GO Wales (86%) and the programme had a positive impact on my business (74%). This finding is important given that the reasons for participation were largely for the benefit of the individual, not the business. The area in which GO Wales has the least impact is in relation to making businesses more likely to employ graduates in the future, although there are still signs of positive impacts. This is understandable given the fact that work tasters are shorter than work placements, and typically participants are engaged in work shadowing rather than working on a project, therefore limiting the chances that the students have to impress and influence their hosts.

**Table 6.3: What Impact has Participating in GO Wales had on Businesses?**

<table>
<thead>
<tr>
<th>Impact</th>
<th>Yes, Significantly</th>
<th>Yes, A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>More likely to employ graduates in the future</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>More aware of what universities in Wales can offer</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>More likely to draw on resources of uni’s in Wales</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>More likely to offer work experience in the future through GO Wales</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>More likely to offer work experience without GO Wales</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>Positive impact on my business</td>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

4 businesses (out of 50) offered a job to the student / graduate at the end of their taster. 3 of these businesses were not expecting to offer a job to the student / graduate before they started. 2 of these businesses stated that they were impressed by the placee and that was the reason why they had offered them a job. The other business found that there was an opportunity within the business which they decided to fill with the placee.

24% of businesses involved in the work tasters scheme have since employed a graduate (12 out of 50 businesses). These businesses have employed a total of 46 graduates. Of the 12 businesses employing graduates, only 1 said that the decision to employ graduates was influenced by participating in GO Wales.
Generally businesses were unable to suggest any ways in which GO Wales could be improved to increase the impact upon their business. The most interesting comments related to the selection process of candidates. Some suggested that candidates being interviewed by the business were unaware of what they were going to do and therefore the candidates were not benefitting as much as they could.

6.4.3 Businesses Opinions of Impact Upon Students

80% of businesses thought there was a positive impact upon the student/graduate, either significantly (52%) or to some extent (38%). This demonstrates that businesses feel the impact of the tasters sessions was noticeably positive.

Figure 6.17: Business Perceptions of Impact on Students/Graduates

Employers were asked about what they thought the main skills and experiences gained by the work tasters were. The most frequent responses were:

- 56% - Understanding the working environment
- 36% - Understanding of an industry
- 22% - Job specific / technical
- 20% - Confidence

94% of employers said they would use GO Wales again. 94% would recommend them to others. Thus far 48% of businesses have recommended them to others.
7. Student/Graduate Participant Survey Questionnaire

7.1 Section 1: Participant Details

Q1-0. Our records show that you have taken part in the following Go Wales schemes since January 2009:

Can you confirm that this is correct?

- 1 Yes
- 2 No

If = 1, do not ask 'Q1-0b'.

Q1-1. Could you confirm on how many occasions you have participated in the following Go Wales Schemes?

Freelancing Academy
Graduate Academy
Graduate Training and Development
Work Placement
Work Taster

Q1-2a. Did you participate in GO Wales before Jan 2009?

- 1 Yes
- 2 No

If = 2, do not ask 'Q1-2bloop'.

Q1-2b. Which strands did you participate in BEFORE JANUARY 2009?

(5 maximum responses)

- 1 Work Placement
- 2 Work Taster
- 3 Graduate Training and Development
- 4 Freelancing Academy
- 5 Graduate Academy

Q1-2b. Could you confirm on how many occasions you have participated in the following Go Wales strands before January 2009?

Work Placement
Work Taster
Graduate Training and Development
Freelancing Academy
Graduate Academy

Q1-3. Which of the following applied to you when you first participated in Go Wales:

- 1 Undergraduate student
- 2 Post graduate student
- 3 Graduate
- 4 Other (specify)
7.2 Marketing and Awareness

**Q2-1. How did you become aware of the GO Wales Programme?**

(7 maximum responses)

- 1 Email, Facebook, Twitter
- 2 Friends/fellow students/family
- 3 From my employer
- 4 General web search
- 5 Leaflets, flyers and posters
- 6 University talk, careers service or recruitment/employment or other fayre
- 7 Other (specify)

If Q2-1 loop = 3 AND Q2-1 = 3, do not ask Q2-2

**Q2-2. How would you describe marketing activity and information on the Programme within your University?**

- 1 There was a lot of information and publicity
- 2 There was some information and publicity
- 3 There was almost no information and publicity
- 4 Not at university at the time

**Q2-3. Once you were aware of the programme, how easy was it to find out about the programme?**

- 1 Very easy
- 2 Quite easy
- 3 Neither easy nor difficult
- 4 Quite difficult
- 5 Very difficult

**Q2-4. Have you used the GO Wales website?**

- 1 Yes
- 2 No

If Q2-4 = 2, do not ask Q2-5 or Q2-6

**Q2-5a. Which of the following statements would you agree with?**

- 1 The website contained all the information I required
- 2 The website contained some of the information I required
- 3 The website contained very little of the information I required

**Q2-5b. Which of the following statements would you agree with?**

- 1 The website was easy to use and navigate
- 2 The website was difficult to use and navigate
- 3 The website was neither easy nor difficult to use and navigate

**Q2-6. How could the website be improved?**
7.3 Section 3a: Work Placement

Q3a-1. What attracted you to participate in the programme? (12 maximum responses)

- 1 Recommendation from university
- 2 Recommendation/experiences of friends/family/others of the programme
- 3 Wanted to improve employment prospects/CV
- 4 Wanted to get experience of a particular type of work
- 5 Wanted to get general work experience
- 6 Wanted to build networks/contacts with employer
- 7 There was a particularly interesting project I wanted to work on
- 8 Had nothing else to do
- 9 Previous GO Wales taster
- 10 Previous experience on another strand of GO Wales
- 11 Needed to earn money
- 12 Other (specify)

If = 3, set "??Q3a-2loop?? + 1" to question "Q3a-2loop" else set "??Q3a-2loop?? - 1"
If = 4, set "??Q3a-2loop?? + 2" to question "Q3a-2loop" else set "??Q3a-2loop?? - 2"
If = 5, set "??Q3a-2loop?? + 3" to question "Q3a-2loop" else set "??Q3a-2loop?? - 3"
If = 6, set "??Q3a-2loop?? + 4" to question "Q3a-2loop" else set "??Q3a-2loop?? - 4"

Q3a-2. You said that you .... Has this been achieved?

<table>
<thead>
<tr>
<th></th>
<th>1 A lot</th>
<th>2 A little</th>
<th>3 Not at all</th>
<th>4 Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to improve employment prospects/CV</td>
<td></td>
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<tr>
<td>Wanted to get experience of a particular type of work</td>
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<td></td>
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<tr>
<td>Wanted to get general work experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wanted to build networks/contacts with employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Q3a-3. How long was your placement (in weeks)? (must be between 0 and 999)

Q3a-3b. If GO Wales did not exist would you have arranged a similar placement or work experience yourself or through another route?

- 1 Yes, definitely
- 2 Yes, probably
- 3 Probably Not
- 4 No
Q3a-4. What do you believe are the main skills and experiences you gained from the placement?

(16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3a-5. Do you think you would have acquired the same skills and experiences in other ways if you had not participated in Go Wales?

- 1 Yes - all of them
- 2 Yes - some of them
- 3 Yes - few of them
- 4 No - none of them

If = 4, do not ask 'Q3a-6'

Q3a-6. Do you think it would have taken you longer to gain these skills and experiences without GO Wales?

- 1 Yes - a lot longer
- 2 Yes - a little longer
- 3 No
- 4 Don't know

Q3a-7. When on placement did you take part in the City & Guilds Professional Development Award?

- 1 Yes
- 2 No

If = 1, do not ask 'Q3a-8'

If Q3a-7 = 2, do not ask Q3a-9, Q3a-10, Q3a-11

Q3a-8. Why did you not take part in the City & Guilds Professional Development Award?

- 1 Did not want to
- 2 Pressure of other commitments
- 3 Had completed previously
- 4 Don't know
- 5 Other (specify)

Q3a-9. Did you complete the award?

- 1 Yes
- 2 No

Q3a-10. Do you believe the award enhanced your placement experience?

- 1 Yes
- 2 No
Q3a-11. Do you think it will increase your employability now and/or in the future

- 1 Yes
- 2 No

Q3a-12. Have you arranged any further work experience since your placement that was not supported by GO Wales?

- 1 Yes
- 2 No

If Q3a-12 = 2, do not ask Q3a-13, Q3a-14
If = 2, do not ask Q3a-14

Q3a-13a. How many further work experience placements have you completed?

(must be inferior to 8)

Q3a13b. What was the length of "the work placement" in weeks?

Q3a13c. Was "the work placement" paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3a13b. What was the length of "the work placement" in weeks?

Q3a13c. Was "the work placement" paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3a13b. What was the length of "the work placement" in weeks?

Q3a13c. Was "the work placement" paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3a13b. What was the length of "the work placement" in weeks?
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3a13c.</td>
<td>Was each work placement paid or voluntary?</td>
<td>1 Paid, 2 Voluntary</td>
</tr>
<tr>
<td>Q3a13b.</td>
<td>What was the length of each work placement in weeks?</td>
<td></td>
</tr>
<tr>
<td>Q3a13c.</td>
<td>Was each work placement paid or voluntary?</td>
<td>1 Paid, 2 Voluntary</td>
</tr>
<tr>
<td>Q3a13b.</td>
<td>What was the length of each work placement in weeks?</td>
<td></td>
</tr>
<tr>
<td>Q3a13c.</td>
<td>Was each work placement paid or voluntary?</td>
<td>1 Paid, 2 Voluntary</td>
</tr>
<tr>
<td>Q3a13b.</td>
<td>What was the length of each work placement in weeks?</td>
<td></td>
</tr>
<tr>
<td>Q3a13c.</td>
<td>Was each work placement paid or voluntary?</td>
<td>1 Paid, 2 Voluntary</td>
</tr>
<tr>
<td>Q3a13b.</td>
<td>What was the length of each work placement in weeks?</td>
<td></td>
</tr>
</tbody>
</table>
Q3a-14. Would you have done this if you had not participated in Go Wales?

- Yes, definitely
- Yes, probably
- Probably not
- No
- Don't know

Q3a-15. What are you doing now?

- Employed by host organisation on full/part time
- Employed by another SME on full/part time
- Employed elsewhere on full/part time
- Self Employed
- Studying
- Travelling, Gap year, “Time Out”
- Voluntary work
- Unemployed
- Other (specify)

If = 2, 3, do not ask Q3a-16
If = 4, 5, 6, 7, 8, 9, do not ask Q3a-19
If Q3a-15 = true, do not ask Q3a-17, Q3a-18
If Q3a-15 = 5, 6, 7, 8, do not ask Q3a-20, Q3a-21, Q3a-22

Q3a-16. Was your job offer a direct result of your placement?

- Yes
- No

If Q3a-16 = true, do not ask Q3a-17, Q3a-18

Q3a-17. Do you believe the placement (and the skills/experience gained) was a contributory factor to gaining this job?

- Yes, significantly
- Yes, to some extent
- Not really
- Not at all
- Don't know

Q3a-18. What is the location (COUNTY) of your current employment?

- Anglesey
- Blaenau Gwent
- Bridgend
- Caerphilly
- Cardiff
- Carmarthenshire
- Ceredigion
- Conwy
- Denbighshire
- Flintshire
- Gwynedd
- Merthyr Tydfil
- Neath Port Talbot
- Newport
- Pembrokeshire
- Powys
- RCT
- Swansea
- Torfaen
- Vale of Glamorgan
- Wrexham
- Monmouthshire
- Outside Wales

If = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, Only ask Q3a-23
Q3a-19. Would you describe your job as a graduate job?

☐ 1 Yes
☐ 2 No

Q3a-20. What is your annual gross salary?

☐ 1 Less than £10,000
☐ 2 £10,001 - £15,000
☐ 3 £15,001 - £20,000
☐ 4 £20,001 - £25,000
☐ 5 £25,001 - £30,000
☐ 6 £30,001 - £40,000
☐ 7 £40,001 - £50,000
☐ 8 More than £51,000
☐ 9 Refused

Q3a-21. Do you think that participation in GO Wales had an impact on your salary?

☐ 1 Yes
☐ 2 No

*If = 2, do not ask 'Q3a-22'*

Q3a-22. How much has it impacted on your salary to the nearest £1,000? (must be superior to 0)

☐

Q3a-23. Without participating in GO Wales would you still be living and/or working in Wales?

☐ 1 Yes, definitely
☐ 2 Yes, probably
☐ 3 No, probably not
☐ 4 No
☐ 5 Don't know

Q3a-24. Do you believe the placement (and the skills/experience gained) will help you in securing employment opportunities in the future?

☐ 1 Yes, significantly
☐ 2 Yes, to some extent
☐ 3 Not really
☐ 4 Not at all
☐ 5 Don't know

*If = 3, 4, do not ask 'Q3a-25'*
Q3a-25. Which skills or experiences gained particularly make you say this? (16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3a-26. In what ways do you believe the Programme could be improved to increase the benefit and impact to you?

________________________________________________________________________

Q3a-27. How do you think participation in more than one programme has helped you?

- 1 Secure employment
- 2 Higher salary
- 3 Other (specify)
### 7.4 Section 3b: Work Tasters

#### Q3b-1. What attracted you to participate in the programme? (12 maximum responses)
- [ ] 1 Recommendation from university
- [ ] 2 Recommendation/experiences of friends/family/others of the programme
- [ ] 3 Wanted to improve employment prospects/CV
- [ ] 4 Wanted to get experience of a particular type of work
- [ ] 5 Wanted to get general work experience
- [ ] 6 Wanted to build networks/contacts with employer
- [ ] 7 Had nothing else to do
- [ ] 8 Previous GO Wales taster
- [ ] 9 Previous experience on another strand of GO Wales
- [ ] 10 Other (specify)[ ]

If = 3, set `??Q3b-2loop?? + 1` to question `Q3b-2loop` else set `??Q3b-2loop?? - 1`
If = 4, set `??Q3b-2loop?? + 2` to question `Q3b-2loop` else set `??Q3b-2loop?? - 2`
If = 6, set `??Q3b-2loop?? + 4` to question `Q3b-2loop` else set `??Q3b-2loop?? - 4`
If = 5, set `??Q3b-2loop?? + 3` to question `Q3b-2loop` else set `??Q3b-2loop?? - 3`

#### Q3b-2. You said that you .... Has this been achieved?

<table>
<thead>
<tr>
<th></th>
<th>1 A lot</th>
<th>2 A little</th>
<th>3 Not at all</th>
<th>4 Don't know</th>
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<tr>
<td>Wanted to improve employment prospects/CV</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Wanted to get experience of a particular type of work</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Wanted to get general work experience</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Wanted to build networks/contacts with employer</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

#### Q3b-3. How long was your taster (in days)?
(must be between 0 and 999)


#### Q3b-3b. If GO Wales did not exist would you have arranged a similar placement or work experience yourself or through another route?
- [ ] 1 Yes, definitely
- [ ] 2 Yes, probably
- [ ] 3 Probably Not
- [ ] 4 No
Q3a-4. What do you believe are the main skills and experiences you gained from the taster?
(16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3b-5. Do you think you would have acquired the same skills and experiences in other ways if you had not participated in Go Wales?

- 1 Yes - all of them
- 2 Yes - some of them
- 3 Yes - few of them
- 4 No - none of them
- 5 Don't know

If = 4, do not ask 'Q3b-6'

Q3b-6. Do you think it would have taken you longer to gain these skills and experiences without GO Wales?

- 1 Yes - a lot longer
- 2 Yes - a little longer
- 3 No
- 4 Don't know

Q3b-7. Have you arranged any further work experience since your Go Wales Taster that was not supported by Go Wales?

- 1 Yes
- 2 No

If = 2, do not ask 'Q3b-8a'
If = 2, do not ask 'Q3b-8b'

Q3b-8a How many further work experience placements have you completed?
(must be inferior to 8)


Q3b-8b. What was the length of each work experience placement in weeks?
Q3-b8c. Was "the work experience placement" paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3b8b. What was the length of "the work experience placement" in weeks?
Q3-b8c. Was On(6=1,"the work experience placement","each work experience placement") paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3b8b. What was the length of On(7=1,"the work experience placement","each work experience placement") in weeks?

- 

Q3-b8c. Was On(7=1,"the work experience placement","each work experience placement") paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3b8b. What was the length of On(8=1,"the work experience placement","each work experience placement") in weeks?

- 

Q3-b8c. Was On(8=1,"the work experience placement","each work experience placement") paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3b-9. Would you have done this if you had not participated in Go Wales?

- 1 Yes, definitely
- 2 Yes, probably
- 3 Probably not
- 4 No
- 5 Don’t know

Q3b-10. What are you doing now?

- 1 Employed by host organisation on full/part time
- 2 Employed by another SME on full/part time
- 3 Employed elsewhere on full/part time
- 4 Self Employed
- 5 Studying
- 6 Travelling, Gap year, “Time Out”
- 7 Voluntary work
- 8 Unemployed
- 9 Other (specify)

If = 2, 3, 4, 5, 6, 7, 8, do not ask ‘Q3b-11’

If Q3b-10 = 5, 6, 7, 8, do not ask Q3b-15, Q3b-16, Q3b-17

If Q3b-10 = 4, 5, 6, 7, 8, do not ask Q3b-12, Q3b-13, Q3b-14

If = 4, 5, 6, 7, 8, do not ask ‘Q3b-13’

If = 4, 5, 6, 7, 8, do not ask ‘Q3b-14’

Q3b-11. Was your job offer a direct result of your taster?

- 1 Yes
- 2 No

If true, do not ask ‘Q3b-12’
Q3b-12b. Do you believe the taster (and the skills/experience gained) was a contributory factor to gaining this job?

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Don't know

Q3b-13. Would you describe your job as a graduate job?

- 1 Yes
- 2 No

Q3b-14. What is the location (COUNTY) of your current employment?

- 1 Anglesey
- 2 Blaenau Gwent
- 3 Bridgend
- 4 Caerphilly
- 5 Cardiff
- 6 Carmarthenshire
- 7 Ceredigion
- 8 Conwy
- 9 Denbighshire
- 10 Flintshire
- 11 Gwynedd
- 12 Merthyr Tydfil
- 13 Neath Port Talbot
- 14 Newport
- 15 Pembrokeshire
- 16 Powys
- 17 RCT
- 18 Swansea
- 19 Torfaen
- 20 Vale of Glamorgan
- 21 Wrexham
- 22 Monmouthshire
- 23 Outside Wales

If = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, Only ask 'Q3b-18'

Q3b-15. What is your annual gross salary?

- 1 Less than £10,000
- 2 £10,000 - £15,000
- 3 £15,000 - £20,000
- 4 £20,000 - £25,000
- 5 £25,000 - £30,000
- 6 £30,000 - £40,000
- 7 £40,000 - £50,000
- 8 More than £50,000
- 9 Refused

Q3b-16. Do you think that participation in GO Wales had an impact on your salary?

- 1 Yes
- 2 No

If = 2, do not ask 'Q3b-17'
Q3b-17. How much has it impacted on your salary to the nearest £1,000? (must be superior to 0)


Q3b-18. Without participating in GO Wales would you still be working in Wales?

- 1 Yes, definitely
- 2 Yes, probably
- 3 No, probably not
- 4 No
- 5 Don’t know

Q3b-19. Do you believe the taster (and the skills/experience gained) will help you in securing employment opportunities in the future?

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Don’t know

If = 3, 4, do not ask ‘Q3b-20’

Q3b-20. Which skills or experiences gained particularly make you say this? (16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3b-21. In what ways do you believe the Programme could be improved to increase the benefit and impact to you?


Q3b-22. How do you think participation in more than one programme has helped you?

- 1 Secure employment
- 2 Higher salary
- 3 Other (specify)
7.5 Section 3c: Graduate Training & Development

Q3c-1. What attracted you to participate in the programme?
(8 maximum responses)

- 1 Recommendation from university
- 2 Recommendation of employer
- 3 Recommendation/experiences of friends/family/others of the programme
- 4 Wanted to develop skills/gain qualification for current job
- 5 Wanted to develop skills/gain qualification for future career
- 6 Had identified training/qualification but employer could not afford it
- 7 Previous experience on another strand of GO Wales
- 8 Other (specify)

Q3c-2-6. How would you rate the following statements in terms of how the programme has helped you?

The training/qualification/skills has helped me in my job (the job being undertaken at time of GTD)

The training/qualification/skills gained has helped me retain my job.

The training/qualification/skills will help me in future employment roles.

The training/qualification/skills will help me in other areas of my life outside my work.

Participating in GTD has changed my attitudes to training and development in the workplace

As a result of participating in GTD I am now more likely to undertake further training and development in my career in the future.

Q3c-7. What is your annual gross salary?

- 1 Less than £10,000
- 2 £10,000 - £15,000
- 3 £15,000-£20,000
- 4 £20,000 – £25,000
- 5 £25,000 - £30,000
- 6 £30,000 - £40,000
- 7 £40,000 - £50,000
- 8 More than £50,000
- 9 Refused

Q3c-8. Do you think that participation in GO Wales had an impact on your salary?

- 1 Yes
- 2 No

*If = 2, do not ask 'Q3c-9'*
Q3c-9. How much has it impacted on your salary to the nearest £1,000?  
(must be between 0 and 10000)

Q3c-11. What other benefits has the GTD brought to...?  
You?  
Your employer?  

Q3c-12. In what ways do you believe the Programme could be improved to increase the benefit and impact to you?

Q3c-13. How do you think participation in more than one programme has helped you?  

- 1 Secure employment  
- 2 Higher salary  
- 3 Other (specify)
Section 3d: Freelancer Academy

Q3d-1. What attracted you to participate in the programme? (8 maximum responses)
- 1 Recommendation from university
- 2 Recommendation/experiences of friends/family/others of the programme
- 3 Wanted to gain more understanding of freelancing
- 4 Wanted to gain new skills
- 5 Wanted to network with others in a similar position
- 6 Previous experience on another strand of GO Wales
- 7 Had nothing else to do
- 8 Other (specify) ____________________________

Q3d-2. Which one of the following statements would apply to you?
- 1 Before participating in the freelancer academy I was certain I would become a freelancer
- 2 Before participating in the freelancer academy I was just exploring a career as a freelancer
- 3 Other (specify) ____________________________

Q3d-3. What industry are/were you interested in freelancing in?
______________________________

Q3d-4-6. How would you rate the following statements in terms of how the programme has helped you?

1. The freelancing academy added to my knowledge and understanding of a freelancing career
   - 1 Yes significantly
   - 2 Yes, a little
   - 3 Not at all
   - 4 Don't know

2. The freelancing academy gave me practical skills to enable me to start and develop a freelancing career
   - 1 Yes significantly
   - 2 Yes, a little
   - 3 Not at all
   - 4 Don't know

3. The freelancing career gave me skills and knowledge that will be useful whether I progress a freelancing career or pursue other options
   - 1 Yes significantly
   - 2 Yes, a little
   - 3 Not at all
   - 4 Don't know

4. The freelancing academy has provided me with contacts and networks that I believe will be useful to me in the future.
   - 1 Yes significantly
   - 2 Yes, a little
   - 3 Not at all
   - 4 Don't know
Q3d-7. What do you believe are the main skills and experiences you gained from the Freelancing Academy?

(16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3d-8. Do you think you would have acquired the same skills and experiences in other ways if you had not participated in Go Wales?

- 1 Yes - all of them
- 2 Yes - some of them
- 3 Yes - few of them
- 4 No - none of them
- 5 Don't know

If = 4, do not ask 'Q3d-9'.

Q3d-9. Do you think it would have taken you longer to gain these skills and experiences without GO Wales?

- 1 Yes - a lot longer
- 2 Yes - a little longer
- 3 No
- 4 Don't know

Q3d-11. What are you doing now?

- 1 Freelancing/Self Employed
- 2 Employed part/full time
- 3 Studying
- 4 Travelling, Gap year, “Time Out”
- 5 Voluntary work
- 6 Unemployed
- 7 Other (specify)

If = 3, 4, 5, 6, 7, do not ask ‘Q3d-12 to Q3d-18’.
If <> 1, do not ask ‘Q3d-15’.
If = 1, do not ask ‘Q3d-19’.

Q3d-12. What is your annual gross salary?

- 1 Less than £10,000
- 2 £10,000 - £15,000
- 3 £15,000 - £20,000
- 4 £20,000 - £25,000
- 5 £25,000 - £30,000
- 6 £30,000 - £40,000
- 7 £40,000 - £50,000
- 8 More than £50,000
- 9 Refused
Q3d-13. Do you think that participation in GO Wales had an impact on your salary?

☐ 1 Yes
☐ 2 No

If = 2, do not ask ‘Q3d-14’

Q3d-14. How much has it impacted on your salary to the nearest £1,000?

(must be between 0 and 10000)

Q3d-15. Would you be freelancing if you had not participated in the academy?

☐ 1 Yes
☐ 2 No

Q3d-16. How would you rate the following statements in terms of how the programme has helped you?

1 Yes significantly  2 Yes, a little  3 Not really  4 No  5 Don't know

- Started a career in freelancing sooner than you would have otherwise?
- Been more successful as a freelancer than you would have expected to be without the academy?

Q3d-18. In what ways has the academy positively impacted on your career to date?

Q3d-19. Have you decided freelancing is not for you as a result of the academy?

☐ 1 Yes
☐ 2 No
Q3d-20. What skills and experiences has the freelancing academy provided you with that will be valuable in your new chosen career path? (16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3d-21. In what ways do you believe the Freelancer Academy can be improved to deliver greater benefits to participants?

Q3d-22. How do you think participation in more than one programme has helped you?

- 1 Secure employment
- 2 Higher salary
- 3 Other (specify)
### Section 3e: Graduate Academy

#### Q3e-1. What attracted you to participate in the programme?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Recommendation from university</td>
</tr>
<tr>
<td>2</td>
<td>Recommendation/experiences of friends/family/others of the programme</td>
</tr>
<tr>
<td>3</td>
<td>Wanted to improve employment prospects</td>
</tr>
<tr>
<td>4</td>
<td>Wanted to continue to learn whilst out of work</td>
</tr>
<tr>
<td>5</td>
<td>Wanted to continue to learn whilst underemployed</td>
</tr>
<tr>
<td>6</td>
<td>Previous experience on another strand of GO Wales</td>
</tr>
<tr>
<td>7</td>
<td>Had nothing else to do</td>
</tr>
<tr>
<td>8</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

#### Q3e-2. What do you believe are the main skills and experiences you gained from the Graduate Academy?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assertiveness</td>
</tr>
<tr>
<td>2</td>
<td>Communication</td>
</tr>
<tr>
<td>3</td>
<td>Confidence</td>
</tr>
<tr>
<td>4</td>
<td>Increased focus on job search</td>
</tr>
<tr>
<td>5</td>
<td>Industry Contacts</td>
</tr>
<tr>
<td>6</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>7</td>
<td>IT/Computer</td>
</tr>
<tr>
<td>8</td>
<td>Job Specific/Technical</td>
</tr>
<tr>
<td>9</td>
<td>Leadership</td>
</tr>
<tr>
<td>10</td>
<td>Planning</td>
</tr>
<tr>
<td>11</td>
<td>Presentation</td>
</tr>
<tr>
<td>12</td>
<td>Project Management</td>
</tr>
<tr>
<td>13</td>
<td>Renewed enthusiasm for job search</td>
</tr>
<tr>
<td>14</td>
<td>Support Network</td>
</tr>
<tr>
<td>15</td>
<td>Teamwork</td>
</tr>
<tr>
<td>16</td>
<td>Time Management</td>
</tr>
<tr>
<td>17</td>
<td>Understanding of an industry</td>
</tr>
<tr>
<td>18</td>
<td>Understanding the working environment</td>
</tr>
<tr>
<td>19</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

#### Q3e-3. Do you think you would have acquired the same skills and experiences in other ways if you had not participated in Go Wales?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes - all of them</td>
</tr>
<tr>
<td>2</td>
<td>Yes - some of them</td>
</tr>
<tr>
<td>3</td>
<td>Yes - few of them</td>
</tr>
<tr>
<td>4</td>
<td>No - none of them</td>
</tr>
<tr>
<td>5</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

*If = 4, 5, do not ask 'Q3e-4'*

#### Q3e-4. Do you think it would have taken you longer to gain these skills and experiences without GO Wales?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes - a lot longer</td>
</tr>
<tr>
<td>2</td>
<td>Yes - a little longer</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

#### Q3e-5. Have you arranged any further work experience since your Go Wales Graduate Academy that was not supported by GO Wales?

<table>
<thead>
<tr>
<th>Number</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
</tr>
</tbody>
</table>

*If = 2, do not ask 'Q3e-6 to Q3e-7'*
Q3e-6a How many further work experience placements have you completed? (must be inferior to 6)

Q3e-6b. What was the length of each work experience placement in weeks?

Q3e-6c. Was each work experience placement paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3e-6b. What was the length of each work experience placement in weeks?

Q3e-6c. Was each work experience placement paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3e-6b. What was the length of each work experience placement in weeks?

Q3e-6c. Was each work experience placement paid or voluntary?

- 1 Paid
- 2 Voluntary

Q3e-6b. What was the length of each work experience placement in weeks?
### Q3e-6c. Was each work experience placement paid or voluntary?

- [ ] 1 Paid
- [ ] 2 Voluntary

### Q3e-6b. What was the length of each work experience placement in weeks?

- 

### Q3e-6c. Was each work experience placement paid or voluntary?

- [ ] 1 Paid
- [ ] 2 Voluntary

### Q3e-6b. What was the length of each work experience placement in weeks?

- 

### Q3e-6c. Was each work experience placement paid or voluntary?

- [ ] 1 Paid
- [ ] 2 Voluntary

### Q3e-6b. What was the length of each work experience placement in weeks?

- 

### Q3e-6c. Was each work experience placement paid or voluntary?

- [ ] 1 Paid
- [ ] 2 Voluntary

### Q3e-7. Would you have done this if you had not participated in Go Wales?

- [ ] 1 Yes, definitely
- [ ] 2 Yes, probably
- [ ] 3 Probably not
- [ ] 4 No
- [ ] 5 Don't know
Q3e-8. What are you doing now?

- 1 Employed by host organisation on full/part time
- 2 Employed by another SME on full/part time
- 3 Employed elsewhere on full/part time
- 4 Self Employed
- 5 Studying
- 6 Travelling, Gap year, "Time Out"
- 7 Voluntary work
- 8 Unemployed
- 9 Other (specify) 

If = 2, 3, do not ask 'Q3e-9'
If Q3e-8 = 4,5,6,7,8,9, do not ask Q3e-10, Q3e-11, Q3e-12
If Q3e-8 = 4,5,6,7,8,9, do not ask Q3e-10, Q3e-11, Q3e-12
If Q3e-8 = 4,5,6,7,8,9, do not ask Q3e-10, Q3e-11, Q3e-12
If Q3e-8 = 5,6,7,8,9, do not ask Q3e-13, Q3e-14, Q3e-15

Q3e-9. Was your job offer a direct result of your placement?

- 1 Yes
- 2 No

If true, do not ask ‘Q3e-10’

Q3e-10. Do you believe the placement (and the skills/experiences gained from the Graduate Academy) was a contributory factor to gaining this job?

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Don’t know

Q3e-11. What is the location (COUNTY) of your current employment?

- 1 Anglesey
- 2 Blaenau Gwent
- 3 Bridgend
- 4 Caerphilly
- 5 Cardiff
- 6 Carmarthenshire
- 7 Ceredigion
- 8 Conwy
- 9 Denbighshire
- 10 Flintshire
- 11 Gwynedd
- 12 Merthyr Tydfil
- 13 Neath Port Talbot
- 14 Newport
- 15 Pembrokeshire
- 16 Powys
- 17 RCT
- 18 Swansea
- 19 Torfaen
- 20 Vale of Glamorgan
- 21 Wrexham
- 22 Monmouthshire
- 23 Outside Wales

Q3e-12. Would you describe your job as a graduate job?

- 1 Yes
- 2 No
Q3e-13. What is your annual gross salary?

- 1 Less than £10,000
- 2 £10,000 - £15,000
- 3 £15,000 - £20,000
- 4 £20,000 - £25,000
- 5 £25,000 - £30,000
- 6 £30,000 - £40,000
- 7 £40,000 - £50,000
- 8 More than £50,000
- 9 Refused

Q3e-14. Do you think that participation in GO Wales had an impact on your salary?

- 1 Yes
- 2 No

If = 2, do not ask ‘Q3e-15’

Q3e-15. How much has it impacted on your salary to the nearest £1,000? (must be between 0 and 10000)

Q3e-16. Do you believe the Graduate Academy (and the skills/experience gained) will help you in securing employment opportunities in the future?

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Don’t know

Q3e-19. In what ways do you believe the Programme could be improved to increase the benefit and impact to you?

Q3e-20. How do you think participation in more than one programme has helped you?

- 1 Secure employment
- 2 Higher salary
- 3 Had nothing better to do i.e. better than unemployment
- 4 Other (specify) ________________
7.8 Section 4: Close Out

Q4-0. Do you have any further comments about Go Wales and your Selected Quota?

IF RESPONDENT DID NOT COMPLETE THE PROGRAMME, ASK HOW MUCH THEY COMPLETED AND WHY THEY STOPPED.

OPEN RESPONSE

Q4-1 As part of the evaluation we will be preparing case studies to highlight experiences of participants in more detail. This would involve a further telephone conversation with a consultant for around 30 minutes at a later date.

Would you be willing to participate?

☐ 1 Yes
☐ 2 No

Q4-2. We will also be resurveying a small sample of participants in this survey in around a year to understand the longer term impacts of GO Wales. This would be a shorter version of the survey we have just completed.

Would you be willing to participate again in a year?

☐ 1 Yes
☐ 2 No

Q4-3. Could I confirm that your details are correct?

First Name
Last Name
Email Address
Preferred Telephone

Q20. Would you be willing to be recontacted for future quality control purposes?

☐ 1 Yes
☐ 2 No
8. Employer Participant Survey Questionnaire

8.1 Section 1: Participants Details

Q1-0. Our records show that you have been involved in the following Go Wales schemes since January 2009:

Can you confirm that this is correct?

- Yes
- No

If = 1, do not ask 'Q1-0b'

Q1-1. Could you confirm which of the following Go Wales Schemes you have been involved with SINCE JANUARY 2009?

(3 maximum responses)

- Graduate Training and Development
- Work Placement
- Work Taster

Q1-1. Could you confirm on how many occasions you have participated in the following Go Wales Schemes?

Graduate Training and Development
Work Placement
Work Taster

Q1-2a. Did you participate in GO Wales before Jan 2009?

- Yes
- No

If = 2, do not ask 'Q1-2b'

Q1-2b. Which strands did you participate in BEFORE JANUARY 2009?

(3 maximum responses)

- Work Placement
- Work Taster
- Graduate Training and Development/ CPD

Q1-2b. Could you confirm on how many occasions you have participated in the following Go Wales strands before January 2009?

Work Placement
Work Taster
Graduate Training and Development/ CPD
8.2 Section 2: Marketing and Awareness

**Q2-1. How did you become aware of the GO Wales Programme?**
(7 maximum responses)

- 1 Direct marketing from GO Wales (email, telephone, leaflets, flyers and posters)
- 2 Internet search
- 3 Networking event or similar
- 4 Recommended by another business
- 5 Recommended by family or friend
- 6 Information from an employee
- 7 Information from a training provider
- 8 Information from a business support advisor
- 9 Contact with University
- 10 Other (specify)

**Q2-2. Once you were aware of the programme, how easy was it to find out about the programme?**

- 1 Very easy
- 2 Quite easy
- 3 Neither easy nor difficult
- 4 Quite difficult
- 5 Very difficult

**Q2-3. Have you used the GO Wales website?**

- 1 Yes
- 2 No

If = 2, do not ask Q2-4a, Q2-4b or Q2-5

**Q2-4a. Which of the following statements would you agree with?**

- 1 The website contained all the information I required
- 2 The website contained some of the information I required
- 3 The website contained very little of the information I required

**Q2-4b. Which of the following statements would you agree with?**

- 1 The website was easy to use and navigate
- 2 The website was neither easy nor difficult to use and navigate
- 3 The website was difficult to use and navigate

**Q2-5. How could the website be improved?**


**Q2-6. How could marketing and information be improved?**


8.3 Section 3a: Work Placement

Q3a-1. What attracted you to host work placements?  
(8 maximum responses)
- 1 Assistance from GO Wales team in recruitment
- 2 Ability to draw on a large pool of graduates to find a great candidate
- 3 Credibility of organised programme
- 4 Subsidised wages
- 5 Wanted to provide a student/graduate with an opportunity to get work experience
- 6 Had a project that needed to be resourced and this seemed a good way to do it
- 7 Was looking at appointing a new employee and this gave me an opportunity to see if it would work
- 8 Other (specify)  

Q3a-2a. How long was the placement (in weeks)?  
(must be between 0 and 999)

Q3a-3a. Was the placement completed?  
(must be between 0 and 999)

If ??Q3a-3a?? = 888 OR ??Q3a-3a?? = 999, do not ask 'Q3a-4a'
If ??Q3a-3a?? = 888 OR ??Q3a-3a?? = 999, set '1' to question 'Close2_f'
If ??Q1-1??[2] = ??Q3a-3a??, do not ask 'Q3a-4a'

Q3a-4a. Was 50% of the placement completed?  
(must be between 0 and 999)

If ??Q3a-4a?? = 888 OR ??Q3a-4a?? = 999 OR ??Q3a-4a?? = 1, do not ask 'Q3a-5a'
If ??Q3a-4a?? = 888 OR ??Q3a-4a?? = 999 OR ??Q3a-4a?? = 0, set '1' to question 'Close2_f'

Q3a-5a. Why was the Work Placements aborted?

Q3a-2b. On average, how long were the placements (in weeks)?  
(must be between 0 and 999)

Q3a-3b. How many of the Work Placements were completed?  
(must be between 0 and 999)

If ??Q3a-3b?? = 888 OR ??Q3a-3b?? = 999, do not ask 'Q3a-4b'
If ??Q3a-3b?? = 888 OR ??Q3a-3b?? = 999, set '1' to question 'Close3_f'
If ??Q1-1??[2] = ??Q3a-3b??, do not ask 'Q3a-4b'
If ??Q3a-3b?? > ??Q1-1??[2], Prompt interviewee with message "You have said that more placements were completed than were stated at Q1-1. (??Q1-1??[2])."
Q3a-4b. You said that some of the Work Placements were not completed. How many of these were 50% completed?

(must be between 0 and 999)

If ??Q3a-4b?? = 888 OR ??Q3a-4b?? = 999, do not ask ‘Q3a-5b’.

If ??Q3a-4b?? = 888 OR ??Q3a-4b?? = 999, set ‘1’ to question ‘Close3_f’.

If ??Q1-1??[2] - ??Q3a-3b?? = ??Q3a-4b??, set ‘1’ to question ‘Close3_f’.

If ??Q1-1??[2] = ((??Q1-1??[2] - ??Q3a-3b??) + ??Q3a-4b??), do not ask ‘Q3a-5b’.

If ??Q1-1??[2] <> (??Q1-1??[2] - ??Q3a-4b??), do not ask ‘Close3’.

Q3a-5b. Why were some of the Work Placements aborted?

Q3a-6. Before participating in GO Wales did you already employ graduates (anyone qualified to degree level or equivalent)?

- 1 Yes
- 2 No

Q3a-7. What was the focus of the GO Wales placement:

(4 maximum responses)

- 1 Marketing/Business Development
- 2 Internal process development
- 3 Product/service development
- 4 Other (specify)

Q3a-8. Would you have had a placement or work experience person if it wasn’t for GO Wales

- 1 Yes, definitely
- 2 Yes, probably
- 3 No, probably not
- 4 No
- 5 Don’t know

Q3a-9. How would you rate the support and administration of the programme you received from the GO Wales team?

- 1 Very good
- 2 Good
- 3 Neither good nor poor
- 4 Poor
- 5 Very Poor
- 6 Don’t know (DO NOT READ OUT)

Q3a-10. In what ways could the support you received be improved?
Q3a-11. How would you rate each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Yes, Significantly</th>
<th>2 Yes, A little</th>
<th>3 No</th>
<th>4 Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in GO Wales has made me more likely to recruit graduates either now or in the future.</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Participating in GO Wales has made me more aware of what Universities can offer</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Participating in GO Wales has made me more likely to draw on the resources of Universities in Wales</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Participating in GO Wales has made me more likely to offer work experience opportunities in the future with GO Wales</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Participating in GO Wales has made me more likely to offer work experience opportunities in the future even if it was not organised by GO Wales</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Participating in GO Wales has had a positive impact on the business</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

Q3a-12. !On(Q1-1[2] >1,"How many of the placees did you offer a job to at the end of the placement?","Did you offer a job to the placee at the end of the placement?")!!

If = '0' or '888' or '999', do not ask Q3a-13, Q3a-14

Q3a13. Did you think you might offer a full time position before the placement started?

❑ 1 Yes
❑ 2 No

If = 1, do not ask 'Q3a-14'

Q3a-14. What changed your mind?


Q3a-15. Have you recruited other graduates since?

❑ 1 Yes
❑ 2 No

If = 2, do not ask Q3a-16, Q3a-17

Q3a-16. How many have you recruited?

(must be between 0 and 999)
**Q3a-17. Was this decision influenced by your experiences when involved with Go Wales?**

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Don't know

**Q3a-18. As a result of participating in GO Wales have you investigated a Knowledge Transfer Partnership (KTP)?**

- 1 Yes
- 2 No

*If = 2, do not ask 'Q3a-19'*

**Q3a-19. Has a KTP been set up?**

- 1 Yes
- 2 No

**Q3a-20. Has participation in GO Wales impacted on any of the following indicators of business performance?**  
*(3 maximum responses)*

- 1 Turnover
- 2 Employment
- 3 New products and/or processes
- 4 None

*If = 2, Only ask ‘Employees (3a)’*  
*If = 1, Only ask ‘Turnover (3a)’*  
*If = 3, Only ask ‘Products/Processes (3a)’*  
*If = 4, do not ask ‘Turnover (3a)’*  
*If = 4, do not ask ‘Employees (3a)’*  
*If = 4, do not ask ‘Products/Processes (3a)’*

**Q3a-21. What was the turnover of your business for your last full year of trading to the nearest £10,000?**  
*(must be superior to 0)*

**Q3a-22. Please estimate the annual scale of increase in turnover attributable to GO Wales in £1,000s?**  
*(must be superior to 0)*

**Q3a-23. How many do you employ in total (FTE)?**  
*(must be superior to 0)*

**Q3a-24. How many additional employees would you attribute to Go Wales (in full time equivalents)?**  
*(must be superior to 0)*
Q3a-25. How many new products and/or processes have been implemented as a result of participation in GO Wales?


Q3a-26. Are there other ways participating in Go Wales has impacted on your business?


Q3a-27. How could GO Wales be improved to increase impact on your business or more generally?


Q3a-28. As an external observer you may well have a view of the impact on the individual placee. Do you believe there was a positive impact on the individuals affected?

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Not in a position to comment

If = 3, 4, 5, do not ask ‘Q3a-29’

Q3a-29. What do you think were the main skills and experiences gained by the placee?

(16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3a-30. Would you make use of GO Wales again?

- 1 Yes
- 2 No

Q3a-31. Would you recommend GO Wales to others?

- 1 Yes
- 2 No

If = 2, do not ask ‘Q3a-32’
Q3a-32. Have you recommended GO Wales to others?

- 1 Yes
- 2 No

Q3a-33. Are you aware of the other strands of activity GO Wales offers that businesses can participate in?

(3 maximum responses)

- 1 Workplace Tasters (short work shadowing opportunities for students and graduates)
- 2 Graduate Training and Development Fund (subsidising the costs of training and development for graduates)
- 3 Not aware of workplace tasters or GTD

Q3a-34. Would you like to know more about GO Wales?

- 1 Yes
- 2 No
8.4 Section 3b: Work Tasters

Q3b-1. What attracted you to host!!On(Q1-1[3] >1,"work experience tasters","a work experience taster")!!?

(4 maximum responses)

- 1 Recommendation from another business
- 2 Curious after finding out about GO Wales from marketing information/website/networking event
- 3 Wanted to provide a student/graduate with an opportunity to get work experience
- 4 Other (specify)

Q3b-2. !!On(Q1-1[3] >1,"On average, how long were the tasters","How long was the taster")!! (in days)?

(must be between 0 and 999)

Q3b-3. Before participating in GO Wales did you already employ graduates (anyone qualified to degree level or equivalent)?

- 1 Yes
- 2 No

Q3a-4. Would you have had a work experience person if not for GO Wales organising it?

- 1 Yes, definitely
- 2 Yes, probably
- 3 No, probably not
- 4 No
- 5 Don’t know
- 6 Other (specify)

Q3b-5. How would you rate the support and administration of the programme you received from the GO Wales team?

- 1 Very good
- 2 Good
- 3 Neither good nor poor
- 4 Poor
- 5 Very Poor
- 6 Don’t know (DO NOT READ OUT)

Q3b-6. In what ways could the support you receive be improved?
Q3b-7. How would you rate each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Yes, Significantly</th>
<th>2 Yes, A little</th>
<th>3 No</th>
<th>4 Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in GO Wales has made me more likely to recruit graduates either now or in the future.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Participating in GO Wales has made me more aware of what Universities can offer</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Participating in GO Wales has made me more likely to draw on the resources of Universities in Wales</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
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<td>Participating in GO Wales has made me more likely to offer work experience opportunities in the future even if it was not organised by GO Wales</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Participating in GO Wales has had a positive impact on the business</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q3b-8. !On(Q1-1[3] >1,"How many of the placees did you offer a job to at the end of the taster?","Did you offer a job to the placee at the end of the taster?")!!
(must be between 0 and 999)

If = '0' or '888' or '999', do not ask Q3b-9, Q3b-10

Q3b-9. Did you think you might offer a full time position before the work experience taster started?

☑  1 Yes
☐  2 No
If = 1, do not ask 'Q3b-10'

Q3b-10. What changed your mind?

Q3b-11. Have you recruited other graduates since?

☐  1 Yes
☐  2 No
If = 2, do not ask Q3b-12, Q3b-13

Q3b-12. How many have you recruited?
(must be superior to 0)

Q3b-13. Was this decision influenced by participation in Go Wales?

☐  1 Yes, significantly
☐  2 Yes, to some extent
☐  3 Not really
☐  4 Not at all
☐  5 Don't know (DO NOT READ OUT)
Q3b-14. Are there any other ways participating in Go Wales has impacted on your business either positively or negatively?


Q3b-15. How could GO Wales be improved to increase positive impact on your business or more generally?


Q3b-16. As an external observer you may well have a view on the impact on the individual placee. Do you believe there was a positive impact on the individuals affected

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Not in a position to comment

**If = 3, 4, 5, do not ask Q3b-17**

Q3b-17. What do you think were the main skills and experiences gained by the placee?

*(16 maximum responses)*

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3b-18. Would you make use of GO Wales again?

- 1 Yes
- 2 No

Q3b-19. Would you recommend GO Wales to others?

- 1 Yes
- 2 No

**If = 2, do not ask Q3b-20**

Q3b-20. Have you recommended GO Wales to others?

- 1 Yes
- 2 No
Q3b-21. Are you aware of the other strands of activity GO Wales offers that businesses can participate in? (3 maximum responses)

- 1 Work placements (10 week subsidised graduate placements working on a specific project for a business)
- 2 Graduate Training and Development Fund (subsidising the costs of training and development for graduates)
- 3 Not aware of work placements or GTD

Q3b-22. Would you like to know more about GO Wales?

- 1 Yes
- 2 No
8.5 Section 3c:

Q3c-1. What attracted you to participate in the GTD?

(8 maximum responses)

- 1 Recommendation from another business
- 2 Was investigating funding for training my staff
- 3 Employee suggested GTD as a route to get subsidised training
- 4 Contact from a University
- 5 Approached by a training provider
- 6 Recommendation from a business support advisor
- 7 Other (specify) 

Q3c-2a. Would you have undertaken the same training activity without GO Wales funding support

- 1 Yes, definitely
- 2 Yes, probably
- 3 Yes, but the funding enabled us to access more or better quality training
- 4 Probably not
- 5 No, not at all
- 6 Other (specify) 

If <> 3, do not ask 'Q3c-2b’

Q3c-2b. Why do you say that the funding enabled you to access more or better quality training?


Q3c-3. How would you rate the support and administration of the programme you received from the GO Wales team?

- 1 Very good
- 2 Good
- 3 Neither good nor poor
- 4 Poor
- 5 Very Poor
- 6 Don’t know

Q3c-4. In what ways could the support you receive be improved?


Q3c-5. How would you rate each of the following statements:

<table>
<thead>
<tr>
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<th>2 Yes, A little</th>
<th>3 No</th>
<th>4 Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in GO Wales has made me more likely to train my staff</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>in the future</td>
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</tr>
</tbody>
</table>
Q3c-6. Has participation in GO Wales impacted on any of the following indicators of business performance?

(3 maximum responses)

- 1 Turnover
- 2 Employment
- 3 New products and/or processes
- 4 None

If = 1, Only ask 'Turnover (3c)'
If = 2, Only ask 'Employees (3c)'
If = 3, Only ask 'Products/Processes (3c)'
If = 4, do not ask 'Turnover (3c)'
If = 4, do not ask 'Employees (3c)'
If = 4, do not ask 'Products/Processes (3c)'

Q3c-8. Please estimate the annual scale of increase in turnover attributable to GO Wales in £1,000s?

(must be superior to 0)

Q3c-7. What was the turnover of your business for your last full year of trading to the nearest £10,000?

(must be superior to 0)

Q3c-9. How many do you employ in total (FTE)?

(must be superior to 0)

Q3c-10. How many additional employees would you attribute to Go Wales (in full time equivalents)?

(must be superior to 0)

Q3c-11. How many new products and/or processes have been implemented as a result of participation in GO Wales?

Q3c-12. Are there other ways participating in Go Wales has impacted on your business either positive or negative?

Q3c-13. How could GO Wales be improved to increase impact on your business or more generally?
Q3c-14. As an external observer you may well have a view on the impact on the individual placee. Do you believe there was a positive impact on the individuals affected

- 1 Yes, significantly
- 2 Yes, to some extent
- 3 Not really
- 4 Not at all
- 5 Not in a position to comment

If = 3, 4, 5, do not ask 'Q3c-15'

Q3c-15. What do you think were the main skills and experiences gained by the placee? (tick all that apply) (16 maximum responses)

- 1 Assertiveness
- 2 Communication
- 3 Confidence
- 4 Industry Contacts
- 5 Interpersonal
- 6 IT/Computer
- 7 Job Specific/Technical
- 8 Leadership
- 9 Planning
- 10 Presentation
- 11 Project Management
- 12 Teamwork
- 13 Time Management
- 14 Understanding of an industry
- 15 Understanding the working environment
- 16 Other (specify)

Q3c-16. Would you make use of GO Wales again?

- 1 Yes
- 2 No

Q3c-17. Would you recommend GO Wales to others?

- 1 Yes
- 2 No

If = 2, do not ask 'Q3c-18'

Q3c-18. Have you recommended GO Wales to others?

- 1 Yes
- 2 No

Q3c-19. Are you aware of the other strands of activity GO Wales offers that businesses can participate in? (3 maximum responses)

- 1 Work placements (10 week subsidised graduate placements working on a specific project for a business)
- 2 Workplace Tasters (short work shadowing opportunities for students and graduates)
- 3 Not aware of work placements or workplace tasters

Q3c-20. Would you like to know more about GO Wales?

- 1 Yes
- 2 No
8.6 Close Out

**Q4-1.** Do you have any further comments about Go Wales and your Selected Quota?


**Q4-2.** As part of the evaluation we will be preparing case studies to highlight experiences of participants in more detail. This would involve a further telephone conversation with a consultant for around 30 minutes at a later date. Would you be willing to participate?

- [ ] 1 Yes
- [ ] 2 No

**Q4-3.** Have you ever participated in another publicly funded grant or business support scheme?

- [ ] 1 Yes
- [ ] 2 No

**Q4-4.** Could I confirm that your details are correct?

First Name
Last Name
Email Address
Preferred Telephone

**Q4-5.** Would you be willing to be recontacted for future quality control purposes?

- [ ] 1 Yes
- [ ] 2 No
9. List of Consultees

The evaluators would like to thank the following list of individuals who kindly gave up their time to participate in this evaluation and share their views on GO Wales.

9.1 GO Wales Staff

Lisa Barry – HEFCW
Nesta James – TSD Carmarthen
Helen Hare – Cardiff University
Alysha Morgan – Swansea University
Catherine Smith – Swansea Metropolitan University
David Pritchard – Bangor University
Natalie Hughes – University of Glamorgan
Gwen Adams – TSD Lampeter
Shaheen Yasin – Aberystwyth University
Angela Lewis – University of Glamorgan

9.2 External Stakeholders

Jarmila Davies – Welsh Assembly Government, Department for Economy & Transport
Stuart Toomey – Welsh Assembly Government, Department for Children, Education, Lifelong Learning & Skills
Lynne Orton – The Business Network
Professor Danny Saunders – University of Glamorgan
Elaine Moore – Sector Skills Council
Phil Burkhard – Heads of the Valleys Innovation Programme