2020

An Independent Evaluation of the Routes into AHP Careers Resource

FINAL REPORT

BY DR ANDREW DENOVAN AND DR NEIL DAGNALL

MMU | 53 Bonsall Street, Manchester, M15 6GX

Background

People interested in a career in the Allied Health Professions (AHP), and those seeking occupational development, require effective online resources that provide up-to-date accessible information about related vocations. The Routes into Allied Health Professions (AHP) Careers Resource, which delivers this essential function launched on AHP Day, 14th October 2019. This report evaluates the effectiveness of the Resource from the perspective of the user/client.

The Evaluation centres on three key domains: visibility, usability, and impact:

Visibility refers to the ease with which respondents can locate the Resource on the web. This includes quality and quantity of promotional links and search engine results.

Usability, in the context of web design, denotes user 'friendliness'. Primary features include content layout, site interface, appearance, visual design and structure, ease of navigation, intuitiveness, search facilities, and readability/comprehension/clarity. Hence, key components of usability from the user/client perspective are Resource look and feel.

In the present evaluation, usability relates also to accessibility, which indexes availability and responsiveness of the site. Explicitly, the expectation that the Resource provides users with current data/information in a rapid and effective manner.

Finally, **impact** refers to the influence that the Resource has on the user/client. Particularly, the degree to which the resource elicits a favourable reaction and positively influences user/client feelings. Concomitantly, impact indexes whether users/clients perceive that the resource is beneficial to them. Specifically, that the Resource conveys important, relevant, meaningful, and helpful material.

Methodology

Design of the Evaluation Tool

In order to assess user/client perceptions and interactions with the Resource the authors of the evaluation designed an online self-report tool. This took the form of an internet-based survey hosted by Qualtrics (see Appendix 1). Generally, researchers refer to this established, widely used approach as internet-mediated research (IMR). The advantage of IMR is that it possesses broad reach, facilitates the rapid collection of responses from diverse and distant geographical locations, and enhances disclosure by reducing social barriers. For these reasons, researchers mostly agree that IMR gathers representative, reliable and valid data. A potential disadvantage of IMR is bias in the form of common method variance (CMV). This typically occurs when participants respond in systematic ways to survey items because of poor design, or the desire to provide socially desirable responses. To prevent this in the current evaluation the self-report instrument divided information into distinct sections and utilised various response formats (i.e., 7-point Likert scale, Yes/No, open text, and select an option). Researchers generally acknowledge that these strategies reduce/eliminate bias, and encourage respondents to reflect on question content.

Accordingly, the Evaluation survey comprised independent sections using different response formats that assessed Resource visibility, usability, and impact:
- Demographics (i.e., age, preferred gender, ethnicity, and disability),
- Reasons for using the Allied Health Professions (AHP) Careers Resource (yes/no),

- Experience of using the Allied Health Professions (AHP) Careers Resource (7-point Likert scale; 1= disagree strongly, 2= disagree moderately, 3= disagree moderately, 4= neither agree, nor disagree, 5= agree slightly, 6= agree moderately, 7=agree strongly),
- Accessing the Allied Health Professions (AHP) Careers Resource [how and ease] (forced choice),
- Careers information [increased awareness of vocational opportunities and qualifications] (yes/no)
- Maximizing resource visibility, understanding/accessing AHP career, what users liked/disliked about the Resource, and further comments [open text responses].

The evaluation survey launched on the 24th of February 2019 and closed on the 9th of March 2019.

Sample

Criterion for inclusion was completion of survey section two (Reasons for using the AHP Careers Resource). In total 83 respondents began the evaluation. Of these, 49 (59%) reached the inclusion threshold. Thirty (36%) of the sample then progressed to survey completion.

The average (mean) age of the sample was 39.91 years (standard deviation = 10.86), with a minimum age of 19 and a maximum age of 61. The sample comprised 11 men (mean age = 39.54, standard deviation = 10.89, minimum age = 22, maximum age = 61) and 38 women (mean age = 40.02, standard deviation = 10.99, minimum age = 19, maximum age = 61).

In terms of ethnicity, 42 identified themselves as White: English / Welsh / Scottish / Northern Irish / British. Four participants identified as Asian, one as White: Irish, and two as any other White background. Within the sample, 42 indicated that they did not have a disability, two preferred not to say, and five reported the presence of a disability (three indicated a physical disability, and two indicated an intellectual disability).

Results

Reasons for using the Allied Health Professions (AHP) Careers Resource

Respondents indicated which reasons motivated their use of Allied Health Professions (AHP) Careers Resource. Noting that respondents may have multiple reasons for using the Resource they could select more than one of the (yes/no) responses.

Table 1. Reasons for using the Allied Health Professions (AHP) Careers Resource (responses presented as percentages)

Reason	Yes	No
Looking for a new career.	16%	84%
Looking for a change of career.	8%	92%
Looking to return to practice.	2%	98%
Employed in the health and social care sector.	69%	31%
Involved in promoting or advising on careers.	69%	31%
National or regional roles: health and social care related.	37%	63%
At school or college exploring health or social care careers.	20%	80%
Other	37%	63%

Employment in the health and social care sector (69%) and involvement in promoting or advising on careers (69%) were the main reasons respondents accessed the Resource. A substantial proportion of respondents (37%) reported other reasons for using the tool. Consideration of these thematically revealed that respondents wanted to find more about AHP careers and/or were seeking a source of information for others (e.g., lecturers and career advisors).

Table 1a: Other Reasons for using the Allied Health Professions (AHP) Careers Resource (37% of the sample)

Looking for eye catching interactive resource to use promote the wide variety of AHP career options.
I want to be able to direct others to this resource so was looking at the website to see what the resource and what information is available,
Add to a previous evaluation I just submitted.
Professional Body for osteopathy.
Currently work in the NHS as a PEF (Practice Educator Facilitator) specifically supporting AHP/Therapy students on placement in the Trust.
Working as a Speech and Language Therapy assistant and used it to have a look at my options for the future.
Great resource, informative and current.
Knowledge about the AHP, student finances available.
University Senior Lecturer involved in recruitment to BSc (Hons) Speech and Language Therapy.
To support the evaluation work.
Currently on a degree course in healthcare and feedback requested.
Student SLT - asked to take a look at the resource.
BAPO Education Committee Review.
Work as an admissions tutor for HEI.
To incorporate it into our local NHS Trust careers events plan.
To update on current state.
HEI (Higher Education Institute).

Visibility of the AHP Resource

The first key criterion for evaluating the AHP Resource was visibility. Specifically, how easy it was for users to locate the Resource. Questions from the survey focusing on this aspect included whether the information on the portal was easy to access (Sb1 Q5), and if the AHP Careers Resource was easy to find (Sc2). Furthermore, the Evaluation examined the means by which participants accessed the Resource (Sc1). Additionally, an open-ended question (Sc6) sought recommendations from participants in terms of where they believed the AHP Careers Resource link should be placed to maximize visibility.

Table 2. Summary statistics for Visibility questions

Question		
	Mean	**Standard deviation**
Sb1 Q5 - Information was easy to access.	6.30	1.26
	Yes	**No**
Sc2 - Was the AHP Careers Resource easy to find?	93%	7%

Results (Table 2) indicate for Sb1 Q5 that participants, overall, agreed moderately that the Resource was easy to access (Mean = 6.30). This is a high rating on a 7-point Likert scale. A low standard deviation (SD = 1.26) reflects a minimal spread in responses. The response to Sc2, where 93% of the sample agreed that the Resource was easy to locate, concurred with this observation.

In terms of locating the site, 48% of participants accessed the Resource via Health Careers Website (29%) and E-Learning for Health Careers (19%). Only 3% retrieved via the WoW Show Resource, and 49% through social media platforms (Twitter, Facebook), shared link, and email from colleagues. Clearly, the Resource is easy to locate via the Health Career sites.

Responses to Sc6 included a variety of suggestions for maximizing visibility. These clustered around two overarching themes: General websites/social media and education-related distribution. Table 3 below provides a summary.

Table 3. Themes for open-ended Visibility questions

Theme 1: General websites/social media	Theme 2: Education-related distribution
…would arguably benefit by being distributed through social media as well as through LinkedIn.	Sixth forms and colleges career advice, job centre website.
In RCOT and CSP websites.	Schools.
All organisations websites.	Website, career events, schools careers links.
Increase awareness on social media (Facebook, Twitter) in AHP career magazines (podiatry now), at trade fairs or inspire the NHS groups.	Easy access for schools and others.
UCAS website.	School/ college websites.
NHS Careers website	Student Blackboard, University Career department.
…circulating it to all AHP professional bodies as well as AHP forums is more pivotal as better guarantee of info/resource being cascaded broadly. Twitter helps too when promoted that way	Student electronic resources in colleges. Provider intranets/staff training areas.

Usability of the AHP Resource

The second criterion for evaluating the AHP Resource was usability. This included how accessible and easy to use the Resource was. Questions from the survey focusing on this included Sb1 1-4, and 9-15 (see Table 4). These items focused on the ease with which participants found relevant information associated with AHP Careers, the accessibility of the information, the structure of the tool, organisation of content, and how easy to use the Resource was.

Two open-ended questions asked participants what they liked and disliked about the AHP Careers Resource (Sc9 and Sc10 respectively).

Table 4. Summary statistics for Usability questions

Question	Mean	Standard deviation
Sb1 1 - I could easily find all the information I needed.	6.00	1.22
Sb1 2 - The information provided was clear and easy to understand.	6.30	0.68
Sb1 3 - Layout of information was visually pleasing.	6.45	0.79
Sb1 4 - Layout of information was easy to follow.	6.61	0.56
Sb1 9 - Information within the Resource was comprehensive compared to other similar resources.	5.97	1.33
Sb1 10 - Resource content was structured effectively.	6.48	0.71
Sb1 11 - Hyperlinks within the Resource were well organised.	6.55	0.67
Sb1 12 - The Resource was easy to navigate.	6.58	0.66
Sb1 13 - It was easy to use the Resource.	6.61	0.66
Sb1 14 - The Resource was intuitive and user friendly.	6.58	0.66

Similar to the responses to the Visibility items, participants indicated moderate agreement overall (Means ranging from 5.97 to 6.61; Table 4). The spread of response for all items, but two (Sb 1 and Sb 9), were particularly low (ranging from 0.56 to 0.79), supporting consistency in how participants responded to the items. These responses on a 7-point Likert scale are highly positive and indicate that respondents found the Resource highly usable.

In terms of the open-ended questions (Sc9 and Sc10), responses (Table 5) coalesced into three main groupings or themes:
- Easy to use,
- Appealing, and
- Insufficient information.

Easy to use reflects participants' perception that the Resource was 'user friendly', 'simple and clear to understand', 'easy to navigate', 'clear and concise'. This theme also included negative comments relating to the fact that some of the 'links did not work' and that 'it doesn't seem like it is optimised for mobile devices - that is where a lot of school age pupils would access it'.

The theme of appealing captures the ways participants appreciated the aesthetics of the tool, regarding it as 'visually pleasing', 'highly visual and catchy', 'colourful', 'visually exciting'.

Insufficient information denotes the fact that respondents 'occasionally' observed that they desired more detailed content (e.g., 'Not quite so impactful for my own profession when clicking on the link I would like a little more detail on the MDTs i.e. diabetes, musculoskeletal just gives a little top-up or grow your career opportunities'). Moreover, the Resource accessed information that lacked

reference to certain disciplines and/or did not include all of the course providers. Although, content is not produced by the Resource, which is a navigation tool, it is important that these comments are referred to the specific hosts, such as professional bodies. A final critical comment was that 'Not many people are aware of it (the tool)'. An overall summary appears in Table 5 below.

Table 5. Themes for open-ended Usability questions

Theme 1 – User friendly	Theme 2 - Appealing	Theme 3 – Insufficient information
It's user friendly.	Visually pleasing easy to use.	I would like a little more detail on the MDTs i.e. diabetes, musculoskeletal just gives a little top-up or grow your career /opportunities.
Bold, simple and clear to understand.	Colourful, quick to use, pithy descriptions of the Professions.	The lack of reference to science in the podiatry section.
Easy to use/read.	Colour, ease of use, inclusive.	The link to the course providers for osteopathy does not include all of the course providers. I think Swansea and MARJON University are missing.
It is clear and concise.	Everything - clear, concise, user friendly, visually exciting.	
Easy, helpful quick.	Highly visual and catchy.	
It is easy to navigate and find what you are looking for.		
All in one place - easy to navigate.		
The wide variety of careers it offers to people.		
It is a concise resource, but with a good deal of information within the links. The information is easy to follow and understand. I also like the design.		
Its user friendly and helpful to have all the information in one place.		
Links not working when I use my phone to click on the entry grades links		
A couple of the links did not work.		
At first, I did not realise that the rockets were also links. I am not sure somebody returning to		

practice, for example, would realise that there was useful information embedded within it for them.		
It does not seem like it is optimised for mobile devices - that is where a lot of school age pupils would access it.		

Impact of the AHP Resource

The final evaluation criterion was impact, particularly how users interacted with the portal and shared information. Items from the survey indexing this aspect included Sb 6-8 and 15-18, and Sc3, Sc4, and Sc5. These asked participants whether they acquired new information from the Resource, shared the Resource with others, and viewed it as valuable.

Two open-ended questions asked participants for their views on the impact of the AHP Careers Resource. Specifically, Sc7 (helping people to understand AHP careers) and Sc8 (helping people to access AHP careers).

Table 6. Summary statistics for Impact questions

Question		
	Mean	**Standard deviation**
Sb1 6 - I learnt something new about AHP qualifications.	5.64	1.11
Sb1 7 - I learnt something new about AHP career routes.	5.67	1.31
Sb1 8 - The Resource provided useful general information about Allied Health Professions.	6.33	0.99
Sb1 15 - The Resource was impactful, it was useful and I can use it in my work and with others.	6.12	1.29
Sb1 16 - I have shared the Resource with colleagues/friends/others.	5.73	1.40
Sb1 17 - I am aware the Resource has been useful to others.	4.97	1.40
Sb1 18 - The Resource is an invaluable source of careers information.	6.09	1.21
	Yes	**No**
Sc3 - Has the AHP Careers Resource helped you and/or others to choose an AHP career?	53%	47%
Sc4 - Have you learnt anything new about AHP careers through using the AHP Careers Resource?	73%	27%
Sc5 - Have you learnt anything new about AHP qualifications through using the AHP Careers Resource?	67%	33%

Results (see Table 6) for items Sb 6-8 and 15-18 measured on a 7-point Likert scale were positive/highly positive. However, Sb 17 produced a mean slightly below five (4.97), suggesting that respondents were not particularly aware of others' use.

Nonetheless, items focusing on whether the Resource offered a useful source of personal information (means ranging from 6.09 to 6.33 for Sb 8, 15, and 18, with relatively low standard deviations from 0.99 to 1.29) provided affirmative responses.

Data for Sc3, Sc4, and Sc5 also reflected varied responses. Particularly, 53% agreed that the AHP Careers Resource helped in choosing an AHP career, and 73% and 67% agreed that they learned new information from using the Resource (relating to careers and qualifications respectively).

Responses for Sc7 and Sc8 clustered into three themes:
- Comprehensiveness,
- Accessibility, and
- Instructiveness.

Comprehensiveness relates to the fact that participants frequently stated that the Resource 'highlights and illustrates the various options and AHP routes available'. Also, the Resource can 'make potential AHP workers aware of the diversity of career options available to them other than the usual professions that spring to mind - i.e., nursing, physio'. Participants additionally appreciated that the Resource enabled all AHP occupations to be available on a single page, and offered detailed 'videos on what the profession involves on a day-to-day basis'.

In terms of accessibility, participants believed the Resource contained 'very practical advice in one easily accessible place', offers 'easy access to all routes', and is 'user friendly, informative and succinct'. Participants furthermore believed that the Resource was easy to navigate and able to demonstrate to schools.

Instructiveness references participants' views that the Resource provided educational information for AHP routes. For example, it 'gives a breakdown of what is needed to apply and qualify', offers a 'quick overview making AHPs visible in the healthcare landscape', and 'demonstrates the qualifications needed and a brief background of each AHP' (see Table 7 for an overall summary).

Table 7. Themes for open-ended Impact questions

Theme 1: Comprehensiveness	Theme 2: Accessibility	Theme 3: Instructiveness
I feel it would highlight the various routes and options available. Often when considering the health industry, people may not realise or recognise some of the roles included.	It is an excellent idea to have all of this very practical advice in one easily accessible place.	Clear outlines and requirements given.
I think it really quickly illustrates options.	It provides up to date current information all in one place.	Quick overview making AHPs visible in the healthcare landscape.
It provides clarity of all the different AHP occupations available and compare each	Easy access to all routes. VR	Gives a breakdown of what is needed to apply and qualify.

of the professions great resource.		
Great at promoting all AHP's shows variety.	User friendly, informative and succinct. All key info requirements are included. Great resource.	It demonstrates the qualifications needed and a brief background of each AHP.
Highlights the variety and opportunities.	It is visually enticing and quickly releases a lot of information.	Most useful for understanding entry requirements and possible career progression.
It can make potential AHP workers aware of the diversity of career options available to them other than the usual professions that spring to mind - i.e., nursing, physio.	I would imagine this would be very helpful as it is 'user friendly'.	Gives appropriate understanding in simple terms of job roles. Highlights what is involved and skills and routes to get there
It helps see all the occupations available on 1 page and look to see what's involved in each profession. Good to see all the professions brought together.	Good accessibility.	Highlights what is involved and skills and routes to get there
Videos on what the profession involves on a day to day basis. A reflective and realistic outlook.	It gives current information.	
Gives good overview of the answers to key questions asked by students - e.g. what does the role involve, qualifications, etc. and even bullet points re personal skills/qualities. Good that info on the various AHP professions are all in one place	Able to show school.	
	The resources are clear and easy to navigate.	

Overall

The final item in the Experience of using the AHP Careers Resource section asked respondents about their overall satisfaction of the Resource ('Overall, I was very satisfied with the Routes into AHP Careers Resource'). Scores on this item were particularly high when captured on a 7-point Likert scale (Mean = 6.30) indicating moderate-strong agreement. The relatively narrow standard deviation (SD = 0.90) reflects the fact that a majority of ratings were in the high scale range. Indeed, 55% agreed strongly and 36% agreed moderately. In combination, 91% of respondents rated the scale

either 6 or 7. Thus, it is evident that there is high overall satisfaction with the Resource. The text comments also support this assumption (see Table 8).

Table 8. Open-ended Overall Satisfaction responses

Brilliant really good resource.
Great initiative - I'll use it a lot in university admissions.
Great initiative but needs to be improved.
Is an excellent resource.
Very helpful.
Promote the resource to a wider audience and get AHP's involved in community-based presentations.
If you have a video regarding orthotics, but talk about prosthetics and orthotics, may be beneficial to balance both if possible.
It's great, Thank you. Compliments videos from them wow showcase very well too. Good resource package.

Discussion

Feedback from the survey urged wider distribution of the Resource link generally (i.e., LinkedIn, school career services, job centres, etc.), and specifically (e.g., Royal College of Occupational Therapists, Chartered Society of Physiotherapy, NHS Careers Website, UCAS). Indeed, several respondents noted that the reach of the Resource was currently limited.

Clearly, wider circulation and greater advertising would improve respondent uptake. A related issue was the promotion of the Resource via Twitter. Twitter is not representative of the population generally; many people do not use Twitter. Indeed, even Twitter users do not represent a homogeneous group and tend to follow different material. In addition, Twitter messages tend to be temporally sensitive to the extent that new information rapidly replaces shared information. Collectively, these points suggest that Twitter is better suited for facilitating rather than promoting Resource engagement.

Responses to the survey highlighted the importance of addressing perceived gaps in provision. For instance, a respondent stated that they were disappointed that, for podiatry, the entry requirements did not refer to science, critical thinking or problem solving. The respondent viewed this as essential to developing good quality practice. It is important to note, however, that the Resource signposts to external sites that provide information such as entry requirements. Therefore, this issue is beyond the remit of the Resource. Similarly, another respondent noted that the Resource would benefit from the inclusion of more detail on multidisciplinary teams.

One respondent reported that the links did not work on their phone (iPhone XS max). This is a concern given school pupils, who are an important target audience, typically use this medium. Relatedly, one respondent reported that a couple of links did not work, but failed to provide details.

Whilst feedback regarding Resource usability was highly positive, one respondent found that the layout was difficult to interpret (i.e., they failed to appreciate that the rockets were links). They also felt that the Resource was better suited to people new to AHP careers rather than those changing role, or returning to practice. In this context, the Resource could provide clear information regarding its general appeal. This information appears via the Rockets; however, text is small and presented at the periphery of the screen.

The lowest mean item response was for the item 'I am aware the Resource has been useful to others' (Mean = 4.97, SD = 1.40). Although the mean indicated 'slight agreement', the standard deviation reflects the fact that many respondents provided neutral responses (37% = 4 or lower). This suggests that users are not sharing experiences related to the Resource.

Recommendations

Based on the findings of the survey, the following recommendations are advised:

1. Firstly, wider distribution of the Resource link in order to increase the reach and visibility of the Resource. This should include both general (LinkedIn, school career services, job centres, etc.), and specific (Royal College of Occupational Therapists, Chartered Society of Physiotherapy, NHS Careers Website, UCAS, etc.) information providers. This should include also educational providers, who run health and care educational and training programmes.

Relatedly, avoid an over-reliance on Twitter. Twitter users are not representative of the population generally; many people do not use Twitter. Indeed, even Twitter followers do not represent a homogeneous group and tend to trend different material. In addition, Twitter messages tend to be temporally sensitive to the extent that new information rapidly replaces shared information.

2. Secondly, the Resource link should appear within more stable, AHP-related sites. Periodic Tweets would complement this by refreshing awareness. Although, the resultant boost in traffic is unlikely to sustain over a significant period, it should stimulate additional users/interest. These strategies if implemented would ensure a steady flow of respondents and help to sustain awareness of the Resource.

3. Check that the Resource is compatible with a range of electronic devices to limit problems with accessibility/usability, and ensure that the Resource is optimised for mobile devices. Relatedly, include a reporting mechanism for system failures and incompatibility.

4. Provide clearer information regarding the wide-ranging purpose of the Resource to emphasise its applicability to AHP careers more generally.

5. Collate, publish and promote user testimonials. These could evidence the ways in which the Resource has helped individuals. Additionally, the Resource publishers could run workshops where people work collaboratively through the Resource to explore career opportunities/developments. This would provide useful promotional material emphasizing the social potential of the Resource.

6. Although, the Resource is a navigation tool that links information sources and does not provide specific career content, it is important that a mechanism for providing content issues is included. This could take the form of simple instructions directing respondents to contact specific providers regarding broken links, or unclear/absent detail.

Conclusion

Overall, the AHP Careers Resource offered an expedient tool for accessing information about AHP careers. Participants generally found the Resource easy to access and locate. Wider distribution would facilitate its visibility further. The Resource was additionally user friendly and highly appealing. Scrutiny of its compatibility is important to maintain usability. Lastly, the Resource was impactful on an individual basis. However, participants evidenced a lack of awareness concerning the impact for others. Promoting awareness of the tool's impact (via testimonials) and case studies would be useful here.

Appendix 1

Routes into Allied Health Professions (AHP) Careers Resource Evaluation Survey

The aim of the **Routes into AHP Career Resource** is to help the public identify the various steps they need to complete to become an Allied Health Professional. This in turn should increase demand for AHP careers and help provide a sustainable workforce supply in health and social care in England.   The resource was launched on AHP Day, 14 October 2019. We would now like your feedback on the resource, so that we can evaluate its impact and make any required amendments.   If you have yet to use the Resource could you please access it using the link below, then return to this evaluation.
Link to AHP Careers Resource:
https://www.e-lfh.org.uk/AHP-Careers/Routes-into-AHP-Careers.html This evaluation takes around 5-10 minutes to complete.   We will safeguard personal data and use it only for the purposes of research. No participants will be individually identifiable when reporting evaluation results.   The evaluators will securely delete any personal contact data at the end of the research and review period.   You may opt out of this evaluation up to one week after survey completion; if you have any concerns or wish to drop out, please contact: **David.Marsden@hee.nhs.uk**.

D **SECTION ONE: Demographics**

D1 **Age (in years)**

_____

D2 **Preferred Gender**

- ○ Male (1)
- ○ Female (2)
- ○ Non-binary (3)

D3 **Ethnicity**

- White: English / Welsh / Scottish / Northern Irish / British (1)
- White: Irish (2)
- White: Gypsy or Irish Traveller (3)
- Any other White background (4)
- Mixed / Multiple ethnic: White and Black Caribbean (5)
- Mixed / Multiple ethnic: White and Black African (6)
- Mixed / Multiple ethnic: White and Asian (7)
- Any other Mixed / Multiple ethnic background (8)
- Asian / Asian British: Indian (9)
- Asian / Asian British: Pakistani (10)
- Asian / Asian British: Bangladeshi (11)
- Asian / Asian British: Chinese (12)
- Any other Asian background (13)
- Black / African / Caribbean / Black British: African (14)
- Black / African / Caribbean / Black British: Caribbean (15)
- Any other Black / African / Caribbean background (16)
- Other ethnic group: Arab (17)
- Any other ethnic group (18)
- Prefer not to say (19)

D4 **Do you have a disability?**

- Yes (1)
- No (2)
- Prefer not to say (3)

Skip To: End of Block If Do you have a disability? = No

Skip To: End of Block If Do you have a disability? = Prefer not to say

D5 **Disability Type**

- Intellectual (1)
- Physical (2)
- Acquired brain injury (3)
- Neurological (including epilepsy and Alzheimer's disease) (4)
- Deafblind (dual sensory) (5)
- Vision (6)
- Hearing (7)
- Speech (8)
- Mental ill health (9)
- Developmental delay (10)
- Prefer not to say (11)

Sa **SECTION TWO: Reasons for using the Allied Health Professions (AHP) Careers Resource**

S1
What were your reasons for using the AHP Careers Resource?
*Please indicate which of the following apply to you u*sing the YES/NO scale provided.

	Yes (1)	No (2)
Looking for a new career. (1)	○	○
Looking for a change of career. (2)	○	○
Looking to return to practice. (3)	○	○
Employed in the health and social care sector. (4)	○	○
Involved in promoting or advising on careers. (5)	○	○
National or regional roles: health and social care related. (6)	○	○
At school or college exploring health or social care careers. (7)	○	○
Other (if you select 'Yes' for this on the right, please enter your reasons for using the AHP Careers Resource in the text box below) (8)	○	○

Sb **SECTION THREE: Experience of using the Allied Health Professions (AHP) Careers Resource**

Sb1 **What was your experience of using the** Allied Health Professions (AHP) Careers Resource?
Please respond to the statements below using the response scale provided.

	Disagree Strongly (1)	Disagree Moderately (2)	Disagree Slightly (3)	Neither agree nor disagree (4)	Agree Slightly (5)	Agree Moderately (6)	Agree Strongly (7)
I could easily find all the information I needed. (1)	○	○	○	○	○	○	○
The information provided was clear and easy to understand. (2)	○	○	○	○	○	○	○
Layout of information was visually pleasing. (3)	○	○	○	○	○	○	○
Layout of information was easy to follow. (4)	○	○	○	○	○	○	○
Information was easy to access. (5)	○	○	○	○	○	○	○
I learnt something new about AHP qualifications. (7)	○	○	○	○	○	○	○
I learnt something new about AHP career routes. (8)	○	○	○	○	○	○	○
The Resource provided useful general information about Allied Health Professions. (9)	○	○	○	○	○	○	○
Information within the Resource was comprehensive compared to other similar resources. (10)	○	○	○	○	○	○	○
Resource content was structured effectively. (11)	○	○	○	○	○	○	○
Hyperlinks within the Resource were well organised. (12)	○	○	○	○	○	○	○
The Resource was easy to navigate. (13)	○	○	○	○	○	○	○
It was easy to use the Resource. (14)	○	○	○	○	○	○	○
The Resource was intuitive and user friendly. (15)	○	○	○	○	○	○	○
The Resource was impactful, it was useful and I can use it in my work and with others. (16)	○	○	○	○	○	○	○
I have shared the Resource with colleagues/friends/others. (17)	○	○	○	○	○	○	○
I am aware the Resource has been useful to others (18)	○	○	○	○	○	○	○
The Resource is an invaluable source of careers information. (19)	○	○	○	○	○	○	○
Overall, I was very satisfied with the Routes into AHP Careers Resource. (20)	○	○	○	○	○	○	○

Sc **SECTION FOUR: TEXT RESPONSES**

 A series of questions about the AHP Careers Resource appear below.

  Please read each question carefully and provide a response by writing comments in the space provided.

Sc1 **How did you access the Allied Health Professions (AHP) Careers Resource?**

- ○ Health Careers Website (2)
- ○ E-learning for Health Careers (3)
- ○ WoW Show Resource (4)
- ○ Other (5)

Skip To: Sc2 If How did you access the Allied Health Professions (AHP) Careers Resource? = Health Careers Website

Skip To: Sc2 If How did you access the Allied Health Professions (AHP) Careers Resource? = E-learning for Health Careers

Skip To: Sc2 If How did you access the Allied Health Professions (AHP) Careers Resource? = WoW Show Resource

Sc1a **If Other please state:**

_____

_____

_____

_____

_____

Sc2 Was the AHP Careers Resource easy **to find?**

- ○ Yes (3)
- ○ No (4)

Sc3 **Has the AHP Careers Resource helped you and/or others to choose an AHP career?**

- ○ Yes (4)
- ○ No (5)

Sc4 **Have you learnt anything new about AHP careers through using the AHP Careers Resource?**

- ○ Yes (4)
- ○ No (5)

Sc5 Have you learnt anything new about AHP **qualifications** through using the AHP Careers Resource?

- ○ Yes (4)
- ○ No (5)

Sc6 **To maximize visibility, where do you think the AHP Careers Resource link should be placed?**

_____

_____

_____

_____

_____

Sc7 **What impact does the AHP Careers Resource have in terms of helping people to understand AHP careers?**

_____

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_____

Sc8 **What impact does the AHP Careers Resource have in terms of helping people to access AHP careers?**

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Sc9 **What do you like about the AHP Careers Resource?**

_____

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_____

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Sc10 **What do you dislike about the AHP Careers Resource?**

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Sc11 **Do you have any further comments about the AHP Careers Resource?**

_____

_____

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_____

E **Thank you for taking the time to complete this evaluation.**

E1
Unique Identifier (optional)
In order to identify your data, should you wish to withdraw from this evaluation, please provide a unique code in the box below, otherwise leave this blank.

The first two digits should consist of the day of your birthday (e.g. 24) followed by the last two digits of your postcode (e.g. AB), with the final two digits being the last two numbers of your home phone number (e.g. 12), so there is a full six digit code (e.g. 24AB12).

Without this code, it is impossible to remove data.

If you would like to withdraw your data, you will need to email: David.Marsden@hee.nhs.uk with your unique code.

The cut-off date for withdrawal of data is one week after survey completion.

Enter your unique code in the box below:

_____