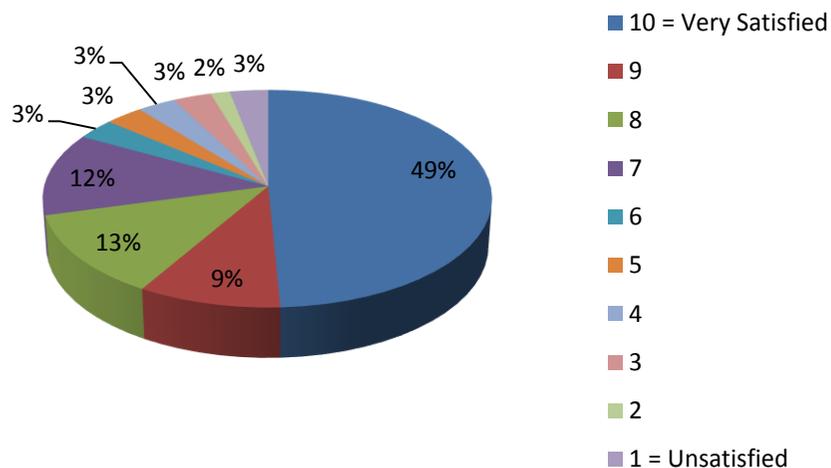


Support Satisfaction Survey 2016 report

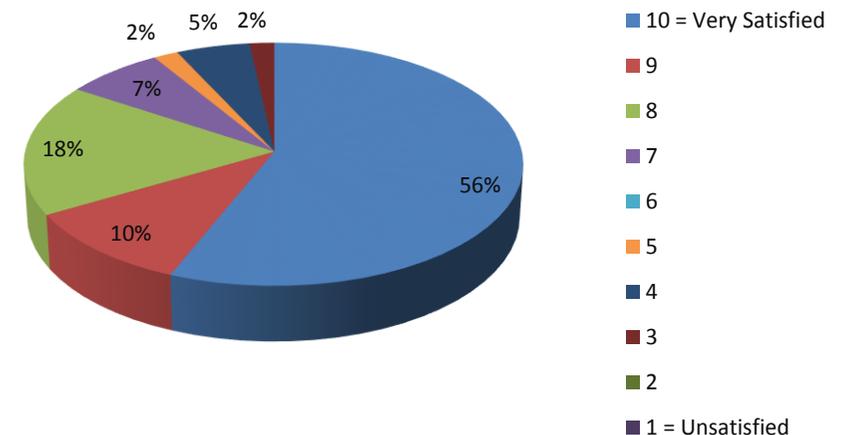
2014-15

**On a scale of 1- 10 how happy are you with the overall support you have received from your support workers
(1= Very Unhappy 10=Very Happy)?**



2015-16

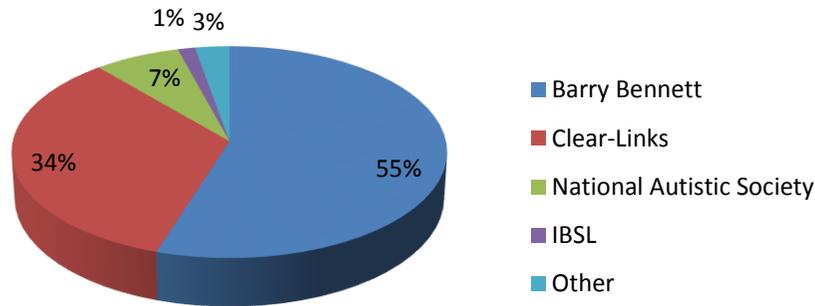
**On a scale of 1- 10 how happy are you with the overall support you have received from your support workers
(1= Very Unhappy 10=Very Happy)?**



Statistics show a 7% increase in students who rated their support as a 10 (Very Happy with support) and a 3% reduction in students who rated their support as a 1 (Very Unhappy with support) as no student rated their support as unsatisfactory. Overall the figures show a 4% increase in satisfaction, with 89% of students having rated their support satisfaction of 5 or higher in 2014/15, whereas in 2015/16 93% of students rated the support with 5 or higher.

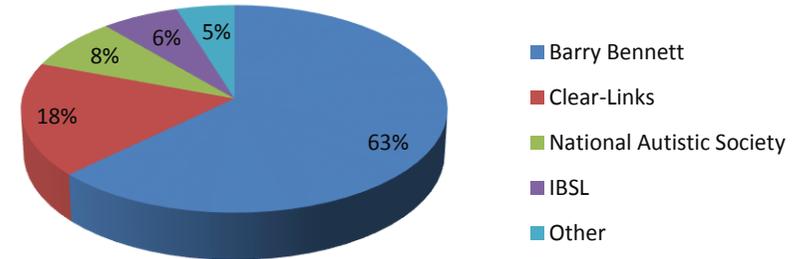
2014-15

Which of the following organisations is providing your study support?



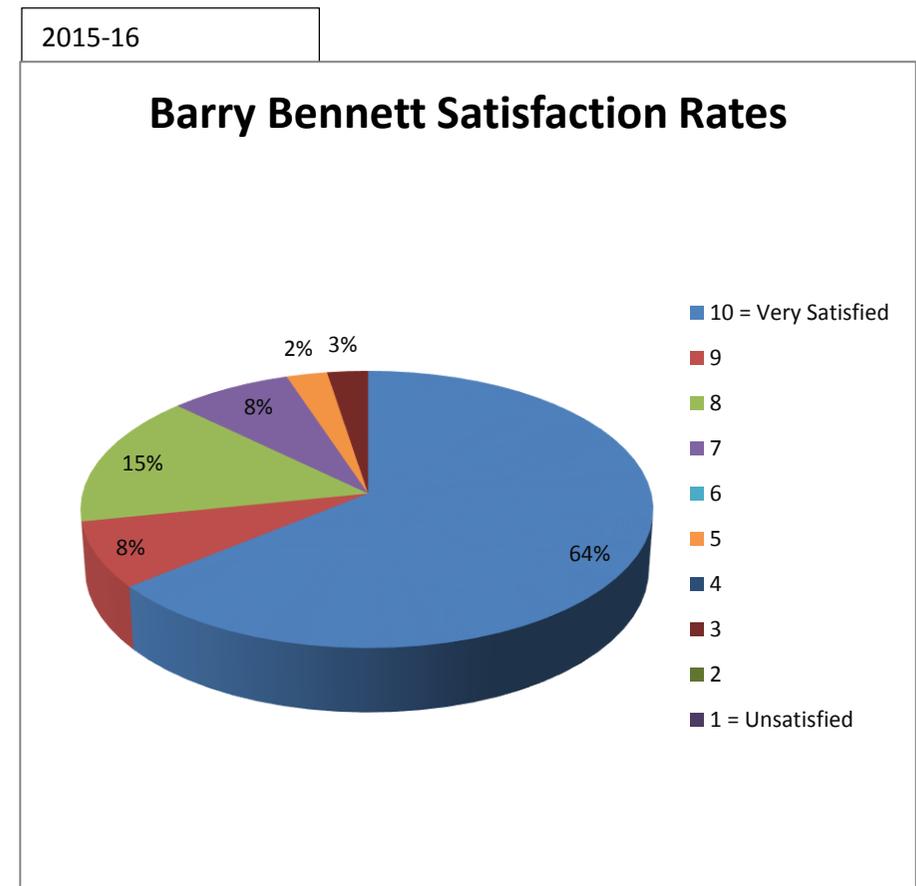
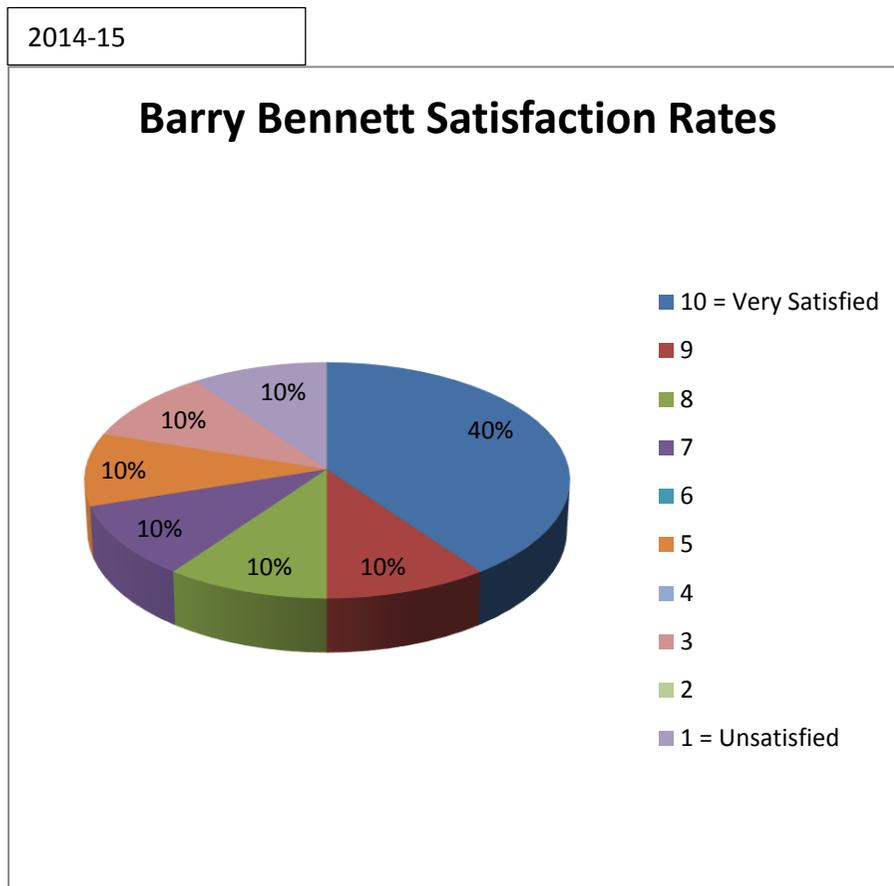
2015-16

Which of the following organisations is providing your study support?



The above statistics show the continued change in support providers following the introduction of an approved supplier list to Disability Services. Between the two academic years, Clear-Links saw their proportion fall from 34% to 18%, whilst Barry Bennett saw their proportion rise from 55% to 63%. The National Autistic Society saw a small rise (from 7% to 8%).

Barry Bennett statistics

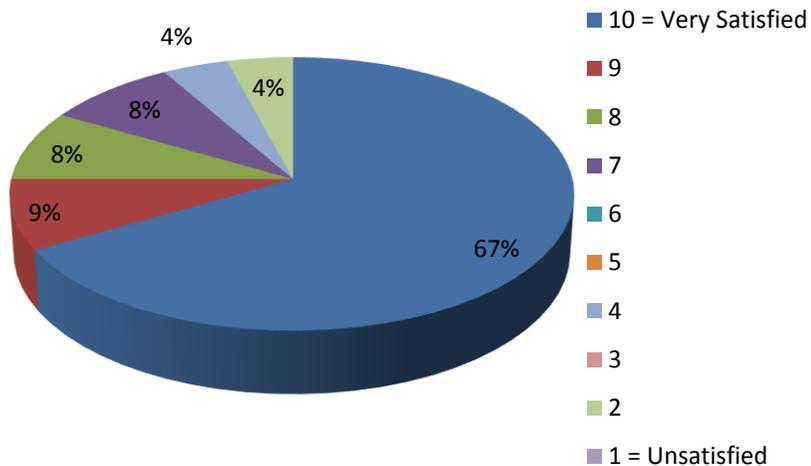


Statistics show satisfaction rates for Barry Bennetts have increased. In 2014-15 90% of participants rated their support 5 or higher. In 2015-16 97% of participants rated their support 5 or higher, a 10% increase between the academic years.

Clear Links statistics

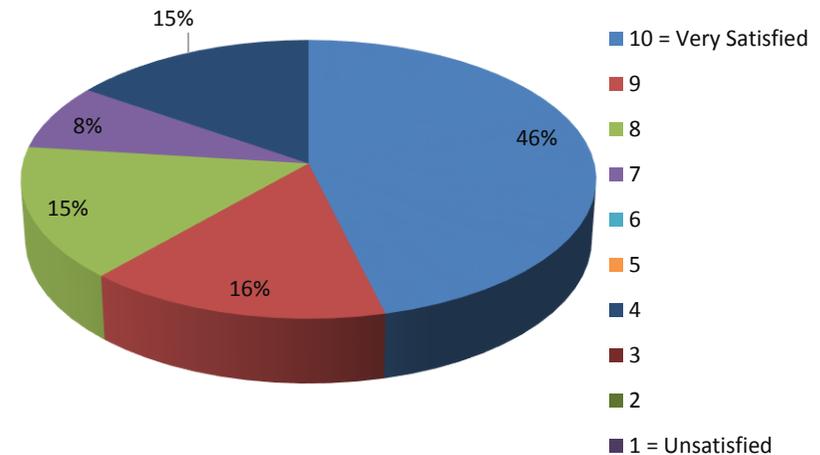
2014-15

Clear Links satisfaction rates



2015-16

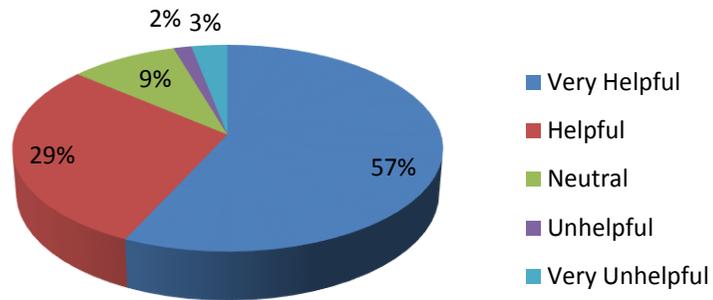
Clear Links satisfaction rates



Statistics show satisfaction rates for Clear-Links have decreased. In 2014-15 92% of participants rated their support 5 or higher. In 2015-16 85% of participants rated their support 5 or higher, a 7% decrease between the academic years. However the results could be skewed; 24 students answered this question in 2014-15 whereas 11 students answered this question in 2015-16, therefore the results for this year may not be an accurate representation of the student population.

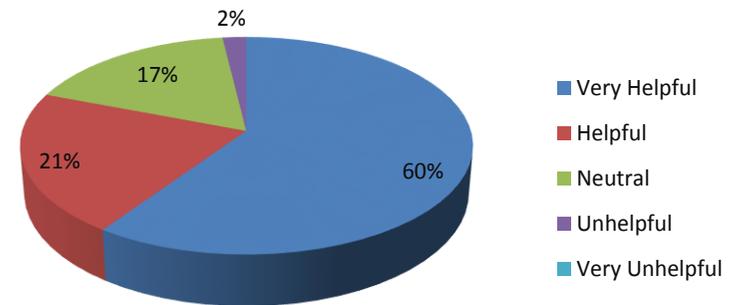
2014-15

How helpful has the support been in assisting your studies?



2015-16

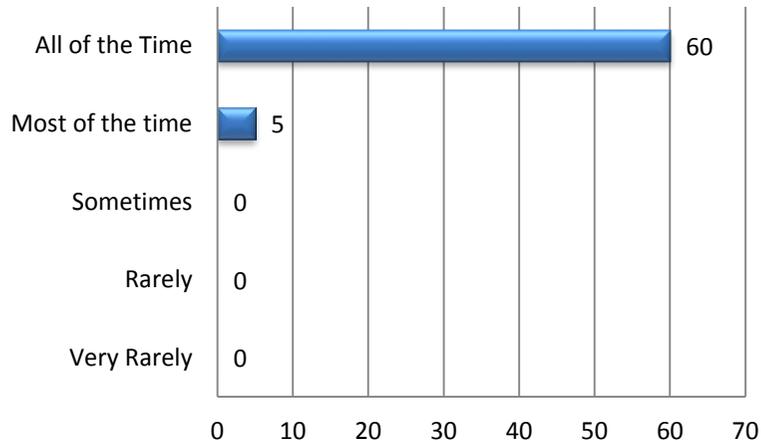
How helpful has the support been in assisting your studies?



In 2014-15, 86% of students asked rated their support Helpful (29%) or Very Helpful (57%) in assisting their studies. In 2015-16, 81% of students asked rated their support Helpful (21%) or Very Helpful (60%). This is a decrease on last year, however the amount of students who found their support Unhelpful or Very Unhelpful decreased by 3%.

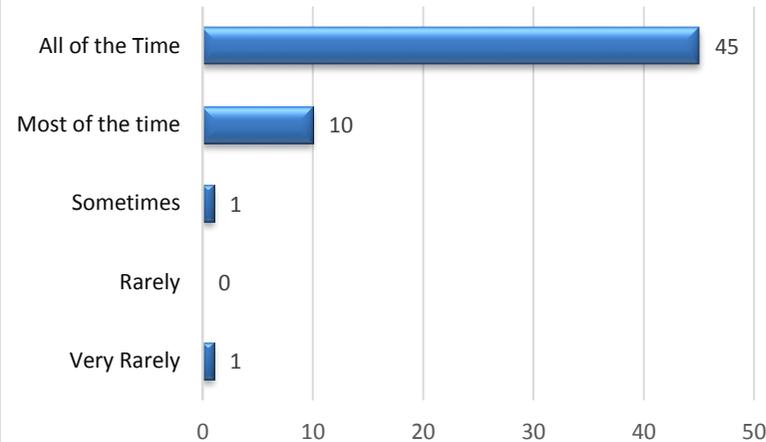
2014-15

Does your support worker turn up at the booked time?



2015-16

Does your support worker turn up at the booked time?

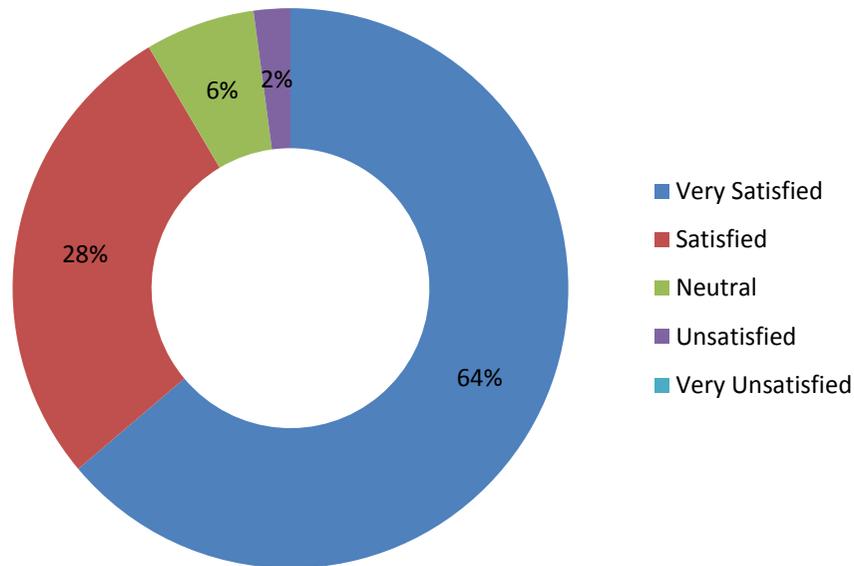


In 2014-15, 87% of students advised their support worker turned up at the booked time all of the time. 13% of students advised their support worker turned up at the booked time most of the time. None of the respondents reported their support worker turned up sometimes, rarely or very rarely.

In 2015-16, 79% of students advised their support worker turned up at the booked time all of the time, a drop of 8% on last year. 18% of students advised their support worker turned up at the booked time most of the time (an increase of 5%).

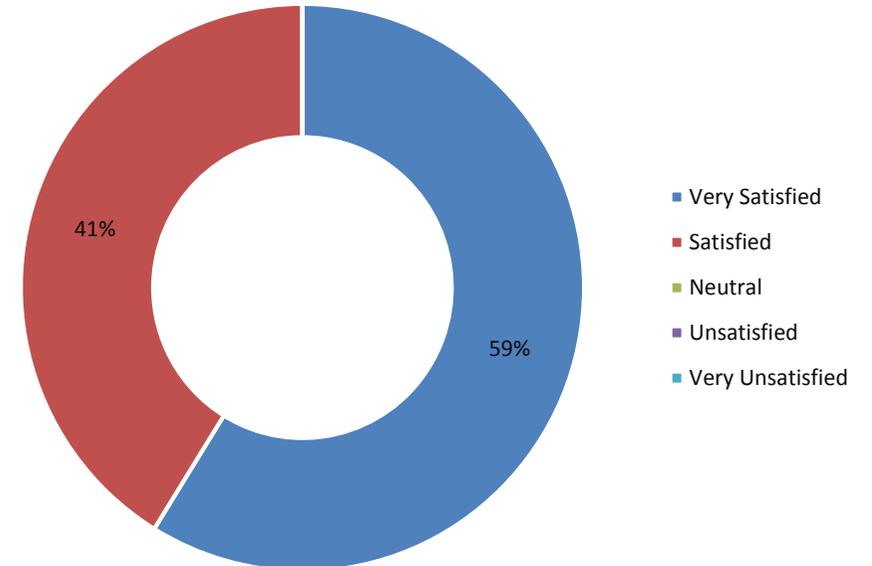
2014-15

How satisfied were you with the level of communication over the phone?



2015-16

How satisfied were you with the level of communication over the phone?



In 2014-15, 92% of student participants were either satisfied or very satisfied with the level of communication provided by their support provider over the phone. This improved to 100% of students in 2015-16 who were either satisfied or very satisfied with the level of communication provided by their support worker over the phone.