

Key Information Set Pilot Evaluation

Final Report 21 December 2015

Executive summary

Background and evaluation description

The Tertiary Education Commission (TEC) developed a key information set as part of the Learner Information Programme. The aim of the key information set is to improve the delivery of information to learners and support better tertiary enrolment decisions by providing a set of relevant and consistent information across qualifications and Tertiary Education Organisations (TEOs).

The TEC piloted a non-live version of the key information set with nine TEOs (five institutes of technology and polytechnics, two private training establishments, one wānanga, and one university). The TEOs published the key information set on a subset of qualification pages on their websites. Webpages were intended to follow the mandatory standards within the 'Key Information Set Specification Document and the Key Information Set Style Guide' (TEC 2015) to ensure consistency, while allowing TEOs to incorporate their style and branding.

The pilot ran from July to September 2015.

Evaluation description

The purpose of the evaluation was to determine whether the key information set has relevant information for learner decision-making i.e. learners have the information they need, are able to compare qualifications across TEOs, and are likely to use the information to inform tertiary education decisions. The results of the evaluation will inform the final design of the key information set.

The evaluation adopted a mixed-method approach. An on-line survey was undertaken with 206 year 12 and 13 students in the Auckland Region thinking about tertiary study in 2016. Supporting qualitative in-depth interviews were undertaken with 22 learners (year 12 and 13, NEET and mature learners) and six career influencers in Auckland, Wellington and Christchurch. Data was collected between 23 October and 13 November 2015.

See the 'Final Evaluation Plan for the Pilot of the Key Information Set' (Litmus, October 2015) for a full description of the evaluation, including evaluation tools.

Findings

1. **Identifiable set of information**

The key information set is identifiable as a set of information across qualifications and TEOs. Most learners notice the key information sets on web pages viewed. Learners identify the key information set more readily when it is near the top of the TEO webpage, where it has a border and/or is differentiated by colour or shading from the rest of the webpage.

2. **Usability of the key information set**

The key information set will be useful for school leavers, NEET and first-time mature learners to inform tertiary education decisions. Learners value that important information is in one place, which will save time and make it easier to compare qualifications across TEOs.

In order of qualitative ranking, all learners find 'entry criteria' the most useful for decision making. This was closely followed by duration and the student contribution of 'total estimated fees'. Some learners also found successful course completion (in student success), median earnings and graduates in employment (in New Zealand graduate destinations) thought provoking, as it challenged their perceptions of probable outcomes.

The variation in the layout and look of the key information sets across webpages makes it difficult to compare information. The key information set is less relevant for post-graduate learners who are unlikely to use it for decision making.

3. **'Entry criteria'**

Learners consider minimum entry criteria for the qualification is the most important information on the key information set. Learners particularly valued when key information included specific entry criteria for qualifications, removing the need to telephone TEOs for further information.

4. **'Duration'**

Most learners consider information on the duration of the qualification is also useful for decision-making. Learners would also like the start and finish dates of the

qualification, and whether study towards the qualification is full or part-time included in the key information set.

5. **'Total estimated fees'**

The student contribution of the total fees is also relevant to learners' decision making. Most learners value the inclusion of student loan information on the key information set.

Learners are not aware that the government is contributing to their fees. If it is considered important for learners to know that the government is contributing to their fees and/or for learners to include total fees in their overall assessment of qualifications across TEOs, then this section needs strengthening.

6. **'Student success'**

Some learners are interested in successful course completion, as it shows that students are enjoying the qualification and lecturers and tutors are supportive.

Learners could not distinguish between this concept and 'students retained in study'.

7. **'New Zealand graduate destinations'**

Learners do not understand that 'New Zealand graduate destinations' relates to completed qualifications in the same subject area, at the same level across New Zealand. Instead, they think it relates to the qualification offered by the TEO.

Some learners are interested in the percentage of graduates in employment and median earnings. Learners are often disappointed with the level of median earnings making some question the value of the qualification.

Learners are not at all interested in graduates in further study, as none at this point in time are considering further study once they completed their qualification.

8. **Additional information**

Most learners would like course-related costs, campus information, and living expenses included in the key information set to help with decision making.

9. Assessment of layout

Most learners agree that the layout makes sense (information ordered from most to least important) and most like the look of the key information set. Learners engage with TEO web pages longer and click on more pages that use colour and shading, present information in short statements or sentences and presents percentages visually.

10. Assessment of credibility

Most learners consider the key information set is credible and trustworthy because they trust TEOs.

The New Zealand Government logo also contributes to the credibility of the information. Key information sets are considered more credible where the New Zealand Government logo is placed at the top of the web page.

11. Assessment of TEC webpage

The 'about the key information set' is not obvious on TEO webpages and lacks a 'call to action'. Consequently, most learners only click on the link when prompted. The content and layout on the TEC webpage does not engage learners.

12. Assessment of centrally located information

Learners would like the key information set for all qualifications across all TEOs to be located on one website to help with decision-making. Most learners thought this should be on a purpose-built website.

Learners would also like key information sets to be on TEO websites and/or have the ability to click through from the central website to TEO websites.

13. Career influences

Parents and other career influences were supportive of the key information set, and think it would be valuable for learner decision-making.

Conclusions

The Pilot has been successful and achieved a **HIGH** result against all three evaluative criteria agreed for the evaluation¹.

1. The key information set is identifiable as a comparable set of information when searching across qualifications and TEOs: **90%** of learners identified the key information sets on web pages viewed.
2. The key information set will be useful for learners in their tertiary education search: **78%** agree that it would help them to explore tertiary education options and **73%** agree that it would help them to compare qualifications.
3. The key information set will be used by learners when making decisions on their tertiary education: **70%** agree that they would use it to make tertiary education decisions, **68%** agree that they would use it to decide on qualifications and **76%** agree that they would use it for deciding on which TEO to attend.

¹ The evaluative criteria was agreed before the evaluation commenced. It was approved by the Learner Information Evaluation Planning Group, the TEO Pilot Working Group and the Learners Information Governance Group.

Background

Purpose and development of the key information set

The TEC developed a key information set as part of the Learner Information Programme. The aim of the key information set is to improve the delivery of information to learners and support better tertiary enrolment decisions by providing a set of relevant and consistent information across qualifications and TEOs.

The prototype for the key information set was developed through a review of existing national and international research on learner information needs, stakeholder engagement and learner research, and sector consultation. The information included in the key information set is entry criteria, qualification duration, estimated total fees, student success and New Zealand graduate destinations.

The TEC has piloted a non-live version of the key information set with nine TEOs. The nine pilot TEOs are of different sizes, offer a range of subject areas, in differing regions and serve a range of student demographics. They include five institutes of technology and polytechnics, two private training establishments, one wānanga, and one university.

The TEOs published the key information set on a subset of qualification pages on their websites. Webpages were intended to follow the mandatory standards within the 'Key Information Set Specification Document and the Key Information Set Style Guide' (TEC 2015) to ensure consistency, while allowing TEOs to incorporate their style and branding.

The pilot ran from July to September 2015.

Evaluation description

Purpose

The purpose of the evaluation was to determine whether the key information set has relevant information for learner decision-making i.e. learners have the information they need, are able to compare qualifications across TEOs, and are likely to use the information to inform tertiary education decisions. The results of the evaluation will inform the final design of the key information set.

Key evaluation questions

1. Is the key information set identifiable as a comparable set of information when searching across qualifications and TEOs?
2. Is the key information set visible (i.e. stands out) and easy to understand?
3. Does the key information set support tertiary education decision-making amongst learner groups?
4. Do the headings and content of the key information set make sense?
5. What information is more/less relevant? Would learners prefer a cut down version?
6. What other information do learners want in the key information set to support tertiary education decisions?
7. Do learners notice the roll overs and do they help clarify the information in the key information set?
8. Do users click on the 'about the information set' link? Is the TEC web page clear, concise and provide information to understand the key information set?
9. Do learners want the key information set for all qualifications across all TEOs located on a central website as well as on the individual TEO's website?
10. Do learners trust the key information set and find the information credible?

Methodology

The learner groups of focus for this evaluation were year 12 and 13 students, including priority Māori and Pacific learners, mature learners including first time and further study learners and young people who are not in education, employment, or training (NEET).

The evaluation methodology also included a small number of career influencers (parents, career advisors and Work and Income Case Managers) to ensure that this group does not hold any adverse perceptions about the key information set that may undermine its promotion or use.

A mixed-method data collection approach was used including an online survey and in-depth interviews.

Online learners' survey

An online survey of learners' perceptions of the key information set was undertaken to statistically measure the key information set on key variables across qualification levels.

Auckland learners in years 12 and 13 who are thinking about tertiary study were recruited from a research panel and secondary schools to take part in the research.

Recruited learners were emailed a survey with links to two TEO test webpages covering qualification levels 3 to 8 that aligned with their areas of interest. The test pages included a key information set. Learners were asked to visit the webpages and asked to complete the online survey about the key information sets. The questionnaire was less than 15 minutes long, had closed questions and used a five-point rating scale. To encourage participation, learners went into a price draw for two \$50 vouchers.

In-depth interviews with learners and influencers

In-depth interviews were undertaken with 22 learners (13 females and 9 males) to explore learners' perceptions of the key information set, and whether it would help them to make better tertiary education decisions. Learners were observed interacting with the key information set on three TEO webpages (two with a key information set and one without a key information set) and the TEC webpage. All webpages were tested before the interviews.

Learner type	Levels 2-4	Levels 5-6	Levels 7-9	Total
Learners in year 13 (non-Māori and non-Pacific)	-	2	2	4
Māori learners in year 13	1	2	1	4
Pacific learner in year 13	1	2	1	4
NEET aged 18-22 years	4	-	-	4
Mature learner first-time	2	2	-	4
Mature learner returning	-	-	2	2
Total	8	8	6	22

Six in-depth interviews were also undertaken with career influencers. Career influencers were also observed engaging with the key information sets.

Influencer type

Parents	2
Careers advisers	2
Work and Income New Zealand Case Managers	2
Total	6

A qualitative recruitment company identified learners and parents for the evaluation. The evaluators worked with TEC to identify career advisers and Work and Income Case Managers for the evaluation. An informed consent process was used. Interviews lasted 60 minutes. Learners, parents and career advisers received a gift of \$75 for taking part.

Timeframe

The online survey was conducted from 23 October to 13 November 2015. The qualitative interviews were undertaken between 23 October and 12 November 2015.

Analysis

The survey results were analysed at a total sample level and at a qualification level. The maximum margin of error on a sample of 206 is $\pm 6.8\%$ at a 95% confidence limit, if the study was replicated using the same method and sample design.

Thematic and content analysis of the qualitative interviews was undertaken to directly address the evaluation questions and to explore differences and similarities by participant groups and qualification levels.

Caveats

Survey findings by qualification level are indicative only. Significant differences by level are noted on Page 34. Due to rounding, some percentages do not add to 100%.

The qualitative information reported in this evaluation represents the views of 22 learners and six career influencers. The qualitative findings should not be generalised to the wider learner population. They are indicative and provide feedback on the opinions of these individuals.

For a full description of the purpose and development of the evaluation, including evaluation tools, refer to 'Final Evaluation Plan for the Pilot of the Key Information Set' (Litmus, October 2015).

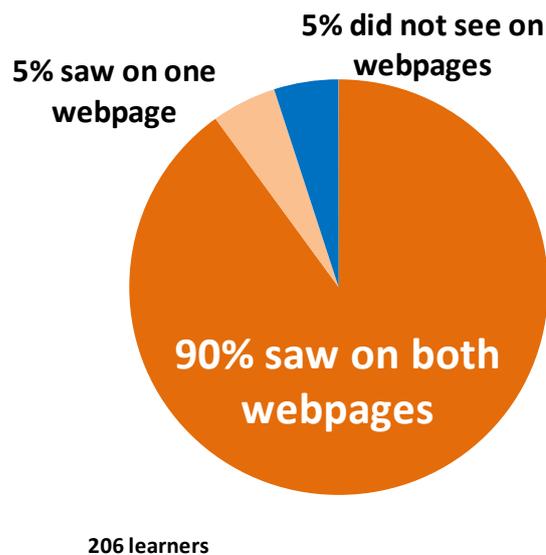
Findings

Identifiable set of information

The key information set is identifiable as a comparable set of information across qualifications and TEOs. Most learners notice the key information sets on web pages viewed. Learners identify key information sets more readily when they are near the top of the TEO webpage, where they have a border and/or are differentiated by colour or shading from the rest of the webpage.

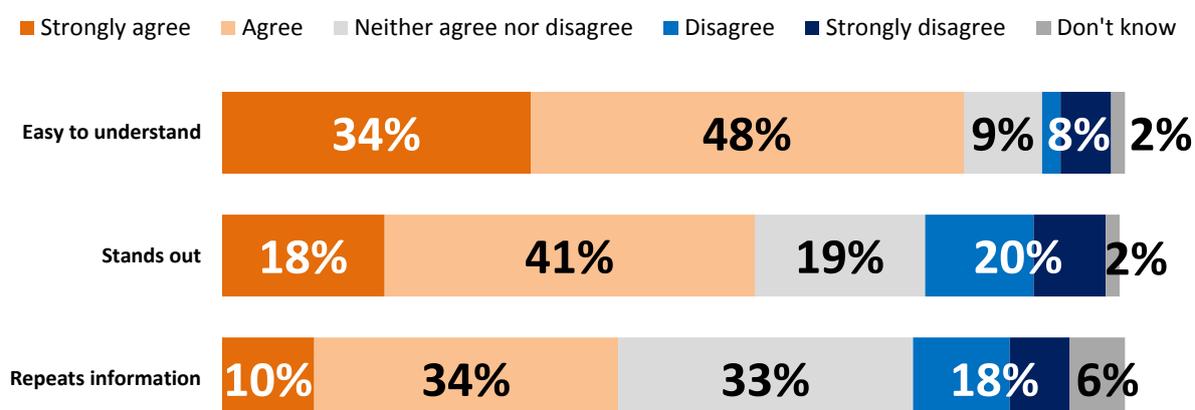
Amongst year 12 and 13 learners **90%** identified the key information sets on both TEO webpages viewed and a further **5%** identified the key information set on one of the two TEO webpages viewed.

Figure 1: Noticed the key information set



Of those who identified at least one of the key information sets, **82%** agreed that it is easy to understand, **59%** agreed that it stands out from other information on the web page(s), and **44%** agreed that it repeats existing information on the TEO webpages.

Figure 2: Identifiable set of information



196 learners
Disagree + Strongly disagree combined

In qualitative interviews, learners were more likely to identify the key information set as a comparable set of information across qualifications and TEOs when it is near the top of the page (under the introduction to the qualification), in a box, and/or differentiated by colour or shading from the rest of the web page.

‘It’s identifiable because it is **in a box** and it is easy to read and find and it is shading.’ (NEET learner)

Learners considered the key information sets on some TEO web pages are more identifiable as a comparable set of information than key information sets on other TEO web pages, as they stand out from other content on the web pages.

Learners missed the key information set completely where the web page displayed the title, and required learners needed to click through to see the key information set.

Learners articulate the key information set as a summary or snapshot of important facts to help them to decide on a qualification or a TEO.

‘It’s a **summary** not in words but in facts. It’s about how long, how much you have to pay and what you can earn if you get the qualification.’ (Year 13 learner)

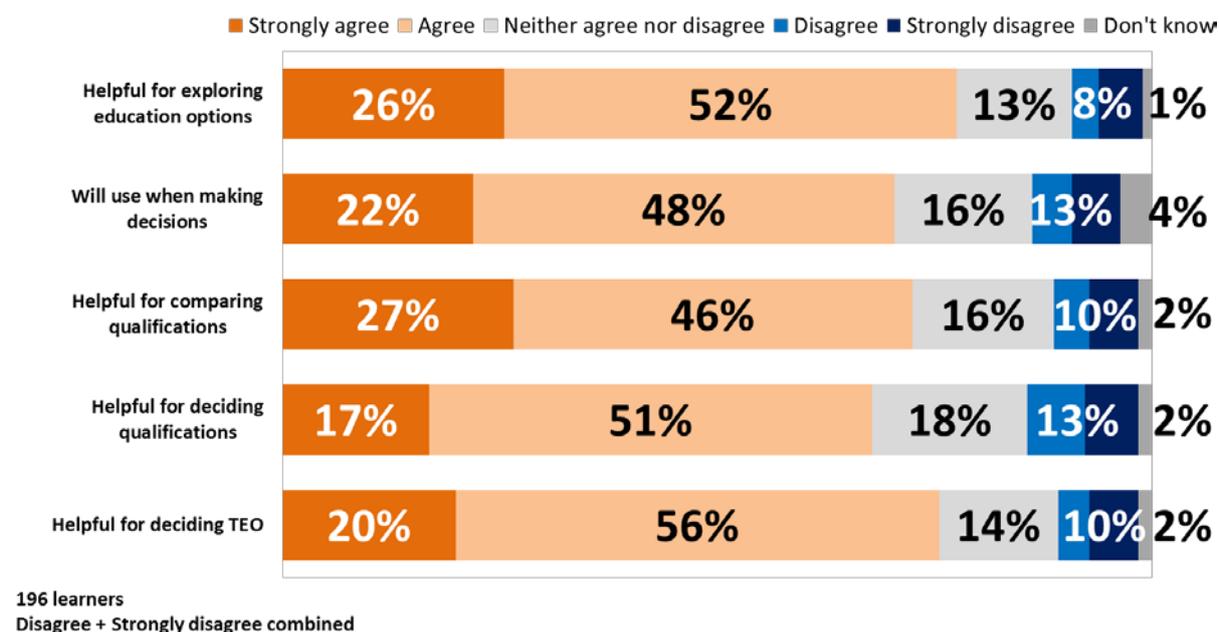
‘The key information set is a **quick snapshot** of information I need to know.’ (Mature first-time learner)

Assessment of usability

The key information set will be useful for school leavers, NEET and first time mature learners to inform tertiary education decisions. Learners value that important information is in one place, which will save time and make it easier to compare qualifications across TEOs. However, the variation in the layout and look of the key information sets across TEOs makes it difficult to compare information. The key information set is less relevant for post-graduate learners who are unlikely to use it for decision making.

Amongst year 12 and 13 learners, **78%** agreed that the key information set would help them to explore education options and **70%** agreed that they would use it to make education decisions after leaving school. A further **73%** and **68%** agreed that it would help them to compare and decide qualifications, respectively. Most (**76%**) also agreed that the key information set would be useful for deciding on which TEO to attend.

Figure 3: Assessment of usability



In qualitative interviews, most year 13, NEET and mature first-time learners said they would find the key information set useful for exploring education options, and comparing qualifications across TEOs. Learners commented that it would save them time, as everything is in one place and it might open their eyes to other qualifications and TEOs.

‘It is all in one place. It would make it **easier** to compare the universities. It would **save time**. It would make it a lot easier to see other courses. It may **open my eyes** to other options.’ (Year 13 learner)

‘Everything is in **one place**. I don’t have to look in big prospectus. It won’t take as long. It covers the main things what I need to do to get in and gives you a basic idea of cost so you can look at and compare across.’ (Year 13 learner)

‘The key information set would make it easier to answer your questions. It would help you to **compare and to cancel out**.’ (NEET learner)

‘If there wasn’t a key information set you would need to click on every little tag to get the information. This is why I don’t like looking at websites and is why I talk to people and call people up. Having the key information set would make my **decisions easier and save me time**.’ (Mature first-time learner)

Learners mentioned that the variation in the layout and look of the key information set across TEOs makes it challenging to compare information. While headings are consistent, some webpages present information graphically and others present it narratively. Some webpages present all the key information at a glance and other webpages require clicking to source information.

The key information set is less relevant for post-graduate learners who did not think they would use it to inform their education decisions.

‘I took the information from the key information set for granted. I need more specificity. I wouldn’t **dwell long** on the set.’ (Post graduate learner)

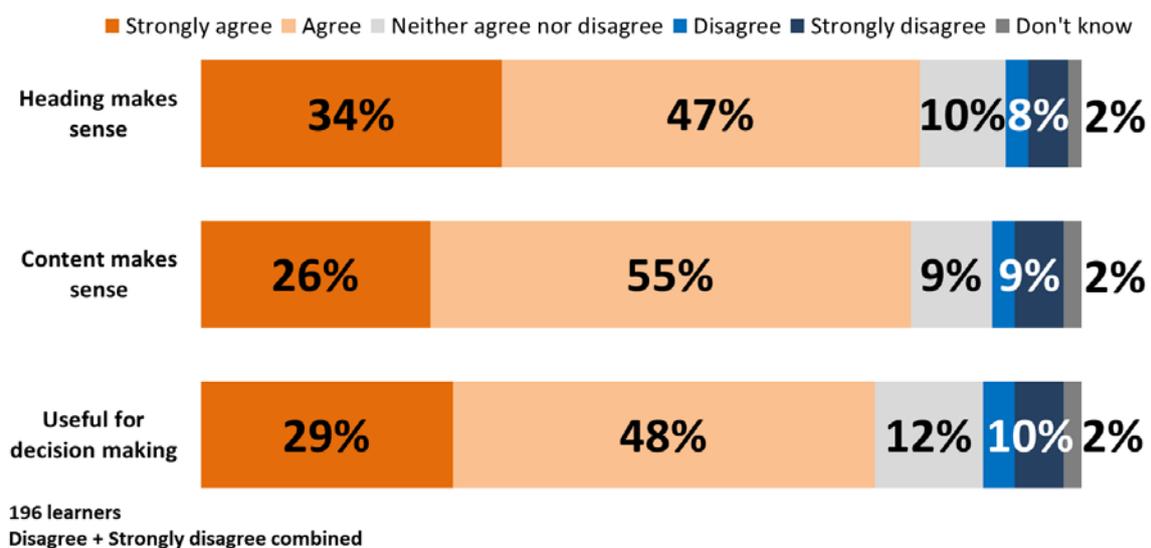
The following assesses the five components of the key information set.

‘Entry criteria’

Most learners find entry criteria information useful when exploring education options. Learners particularly value web pages that include specific entry criteria for qualifications.

Amongst year 12 and 13’s, **81%** agreed that the heading ‘Entry Criteria’ makes sense, **81%** understood the information under the heading and **77%** agreed that the information would be useful for decision making.

Figure 4: Assessment of ‘entry criteria’



In qualitative interviews, learners considered the minimum entry criteria for the qualification is the most important information on the key information set. Learners said their main reason for telephoning TEOs was to find out entry criteria.

‘There is **no point** looking through the qualification any further if it doesn’t say what it takes to meet it.’ (Year 13 learner)

Learners particularly value when specific criteria are provided e.g. attained level two or three English or Mathematics. They found it less useful when ambiguous criteria is provided e.g. “equivalent qualification”, “substantiated record”, or “suitable business plan”. Learners who do not meet the entry criteria feel more information could be given on how to meet the entry criteria, so they can take steps to meet the criteria and apply in the future.

Some learners noticed the link to additional entry criteria and other learners did not notice the link. Learners found the additional information more valuable when it related to the qualification, as opposed to general TEO entry criteria.

A few learners felt the title would be better if it said “entry requirements”.

‘I would like it to say **“entry requirements”**. I don’t understand what an **“equivalent qualification”** is’. (NEET learner)

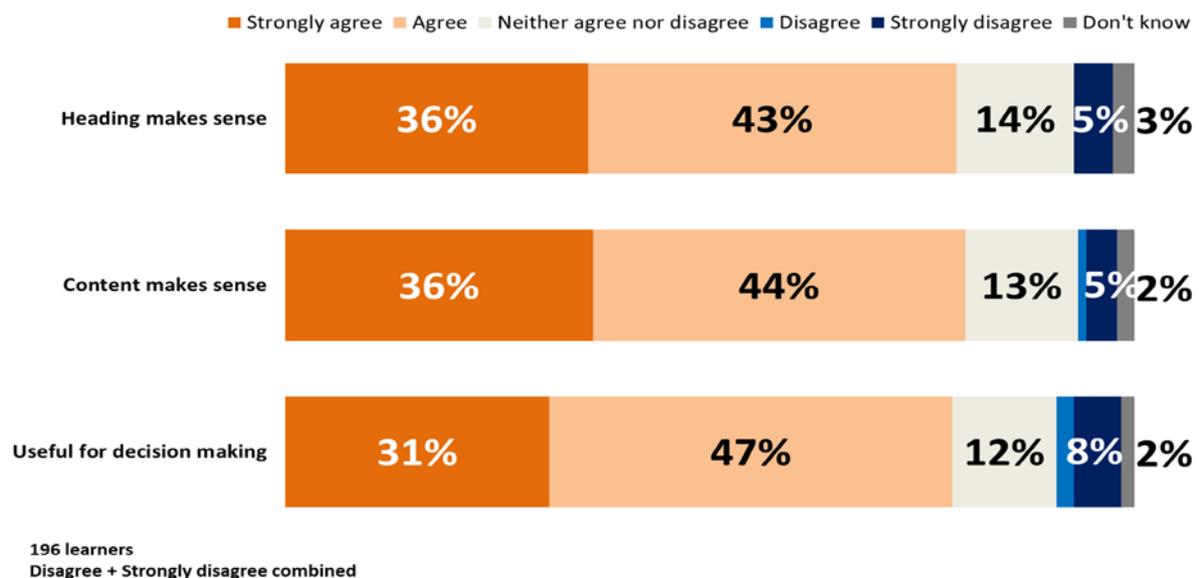
‘It doesn’t say what a **“substantiated record”** is. It would be good if it said Level 2 English or Level 1 maths’ (Year 13 learner)

‘Duration’

Most learners consider information on the duration of the qualification is useful for decision-making. Learners would also like the start and finish dates of the qualification, and whether study towards the qualification is full or part-time included in the key information set.

Amongst year 12 and 13’s, **79%** agreed that the heading ‘Duration’ makes sense, **80%** understood the information under the heading, and **78%** agreed that the information would be useful for decision-making.

Figure 5: Assessment of ‘duration’



In qualitative interviews, this information was less relevant to learners considering degree qualifications, as they already knew the length of their qualifications. However, others considering diploma and certificate level qualifications found this information useful. All learners considered this section of the key information set could be strengthened by including the start and finish dates of the qualification and whether study towards the qualification is full or part-time.

‘Duration is important, but I already know engineering is **normally** three years. However, they can differ if doing honours.’ (Year 13 learner)

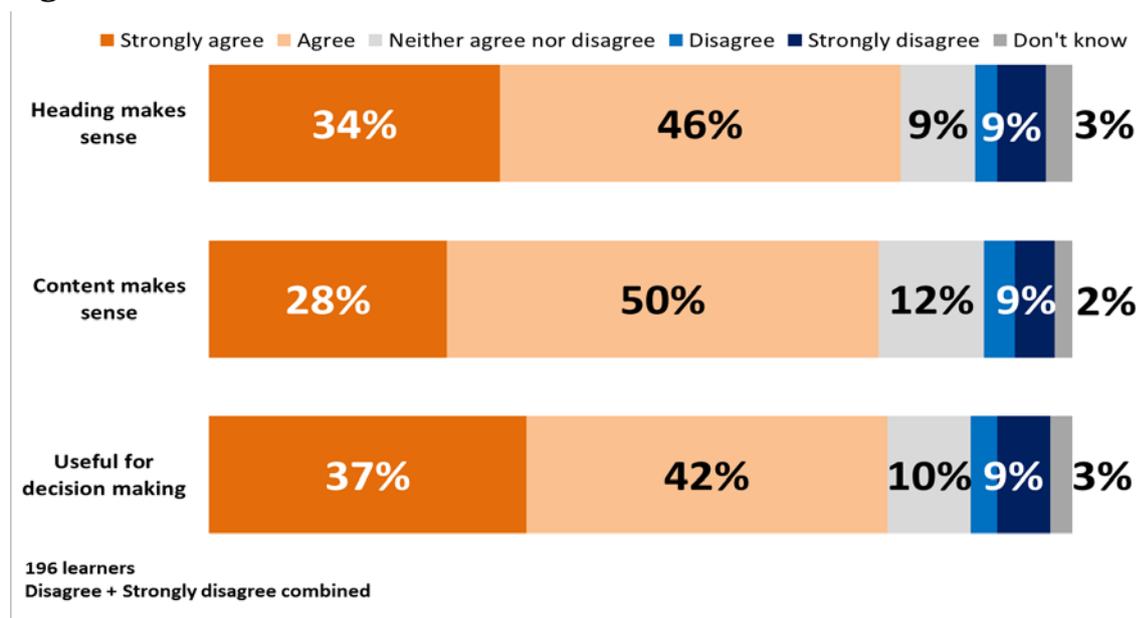
‘Start time would be useful for **planning purposes**, so you can get your butt together and organise it. If it said start date November, you would move on.’ (Mature first-time learner)

‘Estimated total fees’

The student contribution of the total fees is relevant to learners’ decision-making. Most learners value the inclusion of student loan information on the key information set. Learners are not aware that the government is contributing to their fees. If it is considered it important for learners to know that the government is contributing to their fees and/or for learners to include total fees in their overall assessment of qualifications across TEOs, then this section needs strengthening.

Eighty percent of year 12 and 13 learners agreed that the heading ‘estimated total fees’ makes sense, **78%** understood the information under this heading and **79%** agreed that the information would be useful for decision making.

Figure 6: Assessment of 'estimated total fees'



In qualitative interviews, learners were interested in knowing what they would need to pay towards their qualification. However, they would prefer that 'student contribution' is referred to as 'student fees', as this is the term they know. Some also felt that fees could be rounded and not exact, given that they are estimates. Rounded amounts would also make it easier for learners to compare the cost of qualifications. Some learners were also confused why some figures are GST inclusive and other figures are GST exclusive.

Learners were more interested in knowing the average tuition fees payable by a student to enrol in the qualification for one year, than knowing the average total tuition fees payable by a student to complete this qualification. Furthermore, a few learners mistook the average total student tuition fees to complete the qualification, as an annual fee, and discounted the qualification based on cost.

'Student contribution is important. I am really only interested in what **I would pay** for a year, and just go for the **rounded rates**.' (Year 13 learner)

'Would be better showing **a year's tuition** as you pay in years and you don't know whether you are going to take the whole course.' (Year 13 learner)

All year 12/13 and NEET, and most mature learners were not aware that the Government contributes to their fees. None of these learners totalled up the student and government contribution to make an overall assessment 'estimated total fees'. Their 'line of sight' was only directed at what they would need to pay, as this is what impacts on them/their families and their student loan levels.

If it is considered it important for learners to know that the government is contributing to their fees and/or for learners to include total fees in their overall assessment of qualifications across TEOs, then this section of the key information set needs strengthening. Suggestions include starting with ‘total’ rather than ‘estimated’, adding an explanation that the government also contributes to fees, and totalling the student and government portions to make a total amount.

A few young learners misinterpreted government contribution as meaning they would need to pay the government back for their contribution.

‘The word **‘contribution’** is confusing me. Do I need to take a loan to pay the government back for their contribution?’ (NEET learner)

A few mature learners were aware that the government contributes to tuition fees. These learners mentally totalled up the student contribution and government contribution to make an assessment of the student portion of the total fees.

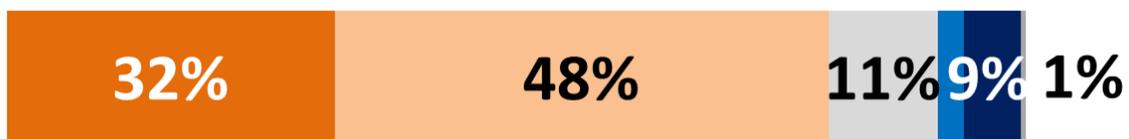
‘If the government is contributing a lot and I only pay half then I think I am getting a **bargain.**’ (Post graduate learner)

Student loan information

Most learners value the inclusion of student loan information on the key information set. Of those surveyed, **80%** found the inclusion of student loan repayment information useful.

Figure 7: Assessment of student loan information

■ Very useful ■ Useful ■ Neither nor ■ Not useful ■ Not at all useful ■ Don't know



196 learners

Not useful + not at all useful combined

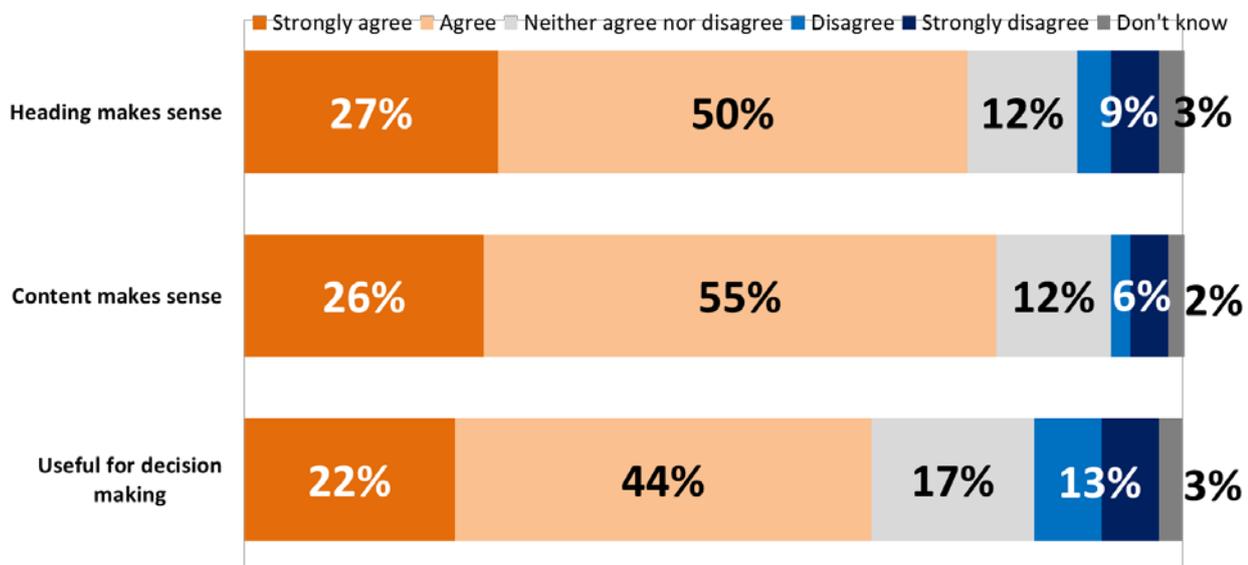
Learners interviewed clicked through to the StudyLink site without being promoted as this information was of high relevance to them.

‘Student success’

Student success is less relevant to learners than entry criteria, duration and fees. Some learners are interested in ‘successful course completion’, as this says to them whether students are enjoying the qualification and supported by tutors and lecturers. Learners could not distinguish between this concept and ‘students retained in study’.

Of year 12 and 13’s surveyed, **77%** agreed that the heading ‘Student success’ made sense, **81%** understood the information under the heading and **66%** agreed that the information would be useful for decision making.

Figure 8: Assessment of ‘student success’



196 learners
Disagree + Strongly disagree combined

Learners interviewed are interested in knowing ‘successful course completion within the qualification’. They saw it as an indication of whether the course is enjoyable (students are staying rather than dropping out) and that lecturers and tutors are supporting students to pass the course. Understanding the ‘student experience’ is one of the main reasons learners said they attend open days at TEOs. A few less confident learners were assured by high percentages (over 80%). However, more confident learners believe it is up to the individual whether or not they succeed in the qualification.

A few post-graduate learners interpreted successful course completion as an indication of how easy or difficult the assignments and exams are to pass.

‘It shows that the course is **not entertaining** if people don’t complete. I don’t want to take a course that doesn’t retain people.’ (Year 13 learner)

‘If poor it means that the tutors are **not helpful** and there are not enough resources.’ (NEET learner)

‘It’s kind of important and it’s kind of not. I’m **confident** about passing. I’ll stick at it and study hard.’ (Year 13 learner)

‘To me it is an **individualised choice** whether you pass or fail. I will pass regardless of whether others pass or fail.’ (Mature first-time learner)

Learners interviewed do not understand what is meant by ‘students retained in study’ (even after being prompted to read the explanation in the ‘about the key information set’). They could not distinguish between this concept and ‘successful course completions within the qualification’. They interpreted both concepts to mean the number who completed the qualification minus the number who dropped out of the qualification over the total number of students who enrolled. Learners did not see any big percentage differences between the two concepts in the key information sets to give them clues to distinguish between the concepts.

If it is considered important for learners to understand both these (seemingly similar) percentages so they can compare qualifications across TEOs, then this section of the key information set needs to be strengthened. This would include providing an explanation that differentiates the concepts and how to interpret them.

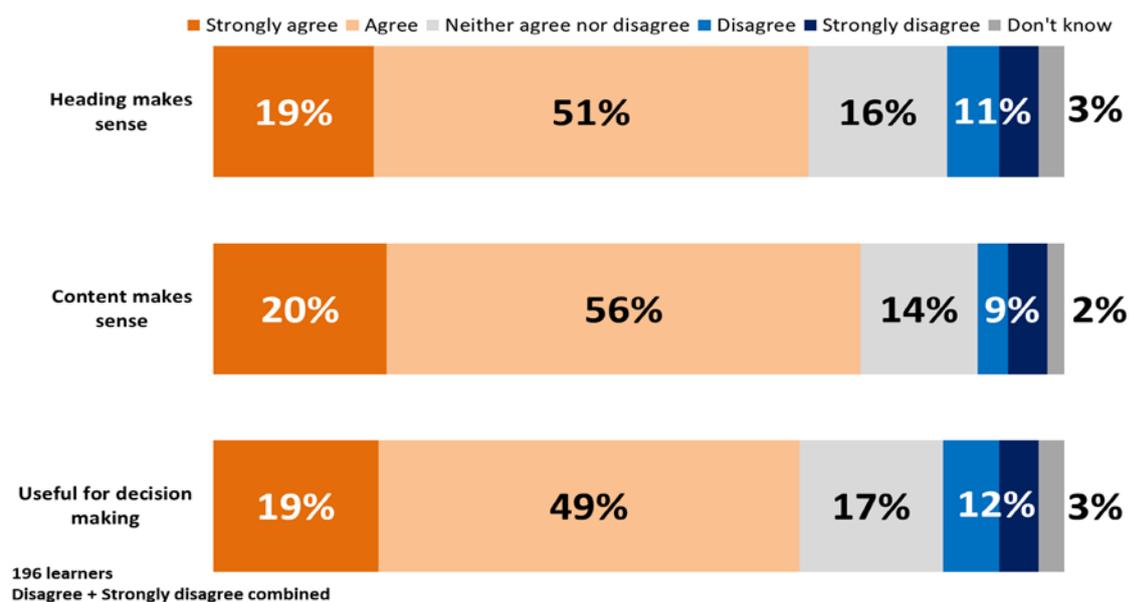
Most learners felt this term could be shortened to ‘student success rate’ or ‘student pass rate’.

‘New Zealand graduate destinations’

Some learners are interested in the percentage of graduates in employment and median earnings. Learners are often disappointed with the level of median earnings making some question the value of the qualification. Learners are not at all interested in graduates in further study, as they are focussed on employment once they have finished their undergraduate studies. Learners do not understand that this information relates to completed qualifications in the same subject area, at the same level across New Zealand. Instead, they think it relates to the qualification offered by the TEO.

Of year 12/13's surveyed, **70%** agreed that the heading ‘New Zealand graduate destinations’ made sense, **76%** understood the information under the heading and **68%** agreed that the information would be useful for decision- making.

Figure 9: Assessment of ‘New Zealand graduate destinations’



Learners assumed that ‘New Zealand graduate destinations’ refers to where people end up once they have finished their qualifications. However, none had heard of this term and consider it jargon.

‘I **haven’t heard** of the term. It must mean where people end up. It’s neither important nor relevant.’ (Year 13 learner)

Learners assumed that the content in this section relates to the course they are considering enrolling in at a specific TEO, and did not understand that it relates to completed

qualifications in the same subject area, at the same level, across New Zealand. When this was explained to them, the content in this section was even less relevant.

‘Young graduates in employment in the second year following completion of a qualification’ is of some importance to Year 13 and NEET learners, but is unlikely to positively influence their decision to enrol in a course. However, if the percentage is low (below 60%) some of these learners say it may put them off from enrolling.

This information was even less relevant to mature learners (first-time and post-graduate), as they did not see themselves as ‘young graduates’. Mature learners are also more confident about gaining employment, as they have skills and prior work experience to draw on beyond the qualification. Mature learners are also seeking more granular information to assist with decision-making, e.g. the percentage of graduates in management or leadership roles in the second year following completion of a qualification.

Most year 12/13 and NEET learners were interested to learn the median earnings of young graduates in the second year following completion of a qualification. However, most assumed the median earnings would be significantly higher than stated, and some therefore questioned the value of the qualification.

Some learners also felt knowing median earnings is a motivator to staying committed to study and not dropping out, rather than a motivator to enrol. Most mature learners who are in the workforce felt the median income would not apply to them as they assumed it applied to people with no work experience.

‘\$34,680 is a **low income** in my opinion. I want to go from Burger Fuel to an actual restaurant. I’m earning \$26,000 at the moment.’ (Year 12/13 learner)

‘The money is important but is **not a driver**. It is something to thrive to finish your degree rather than drop out.’ (Year 12/13 learner)

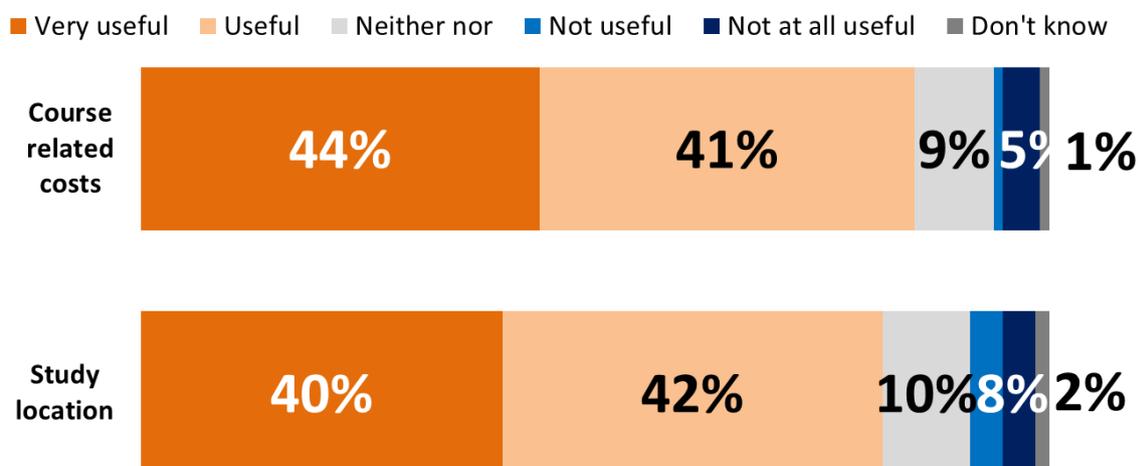
Some learners did not understand what ‘young graduates in further study in the second year following completion of a qualification’ means. Learners who interpreted this as meaning students who have gone on to do post-graduate studies did not consider this information useful when determining an undergraduate qualification. This is because all learners were focussed on getting employment following their qualification and were not considering post-graduate education at this time. If it is considered important that students understand the importance of young graduates in further study and use it for decision-making, further explanation of this concept and why it should be relevant to them is required.

Additional information

Most learners would like information included on course-related costs and campus information, and living expenses.

Eighty five percent of year 12/13's surveyed considered it would be useful having course-related costs and **82%** felt it would be useful to include study location included on the key information set.

Figure 10: Additional information to include on set



196 learners
Not useful + Not useful at all combined

Learners interviewed felt information on course-related costs would be useful (e.g. books, laptops and equipment). However, they felt this information was less important for decision-making than student fees and therefore should be a click through. Some learners who are looking at destinations outside of their home location would like information on living costs. For these learners, the cost of living is an important factor when deciding on a qualification and TEO.

‘It would be good to have **estimated living costs** included – Auckland is way more expensive than Christchurch.’ (NEET learner)

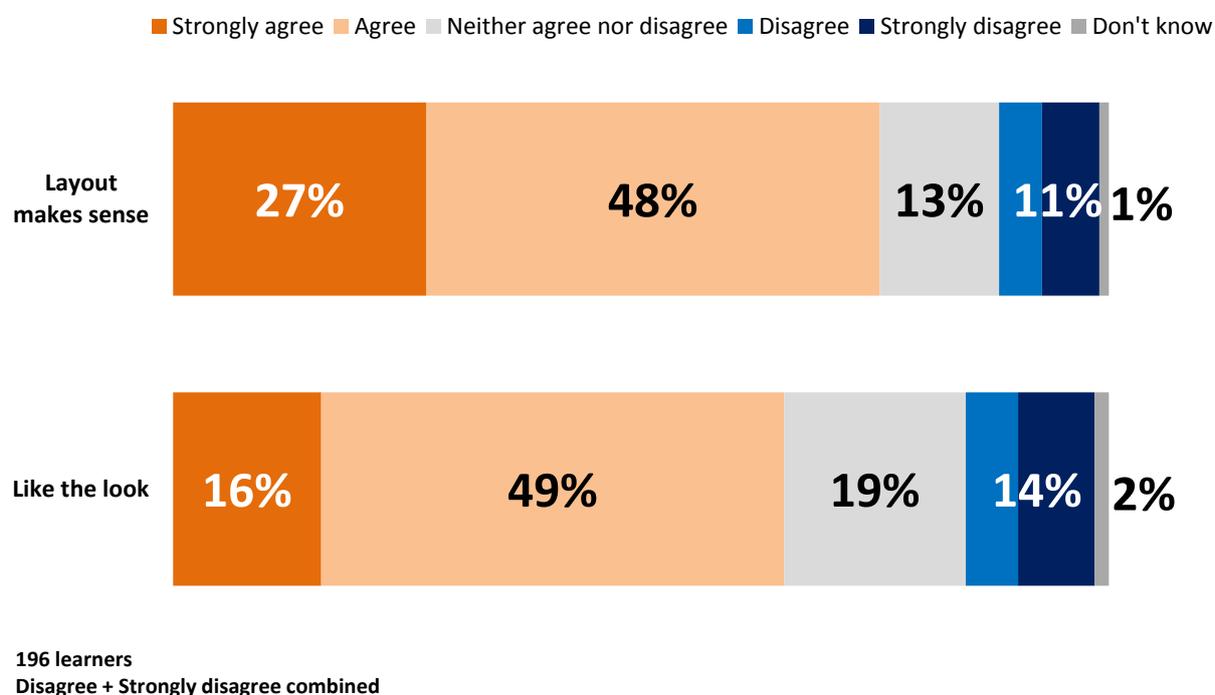
Some learners also indicated it would be good to include campus-related information (i.e. where it is located, facilities, parking and transport links).

Assessment of layout

Most learners agree that the layout makes sense (information ordered from most to least important) and most like the look of the key information set. Learners engage with TEO web pages longer and click on more pages that use colour and shading, present information in short statements or sentences and present percentages visually.

Seventy five percent of learners agreed that the layout made sense and a further **65%** agreed that they liked the look of the key information set.

Figure 11: Assessment of layout



In qualitative interviews, learners liked the order used in the key information set in that it started with the most important information for everyone ('entry criteria').

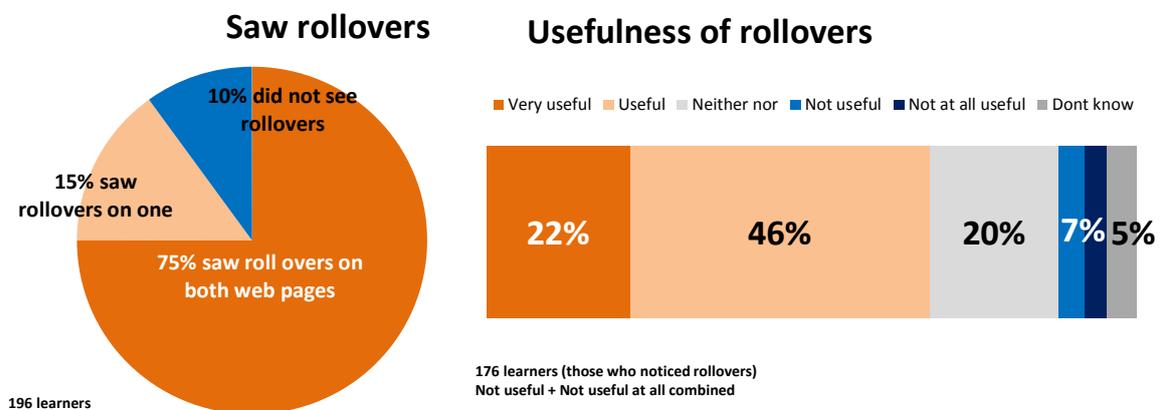
Learners preferred the look and layout of key information sets that stood out from the web page, used colour/shading well, presented information factually and presented figures creatively through circle diagrams. Consequently, learners engaged with these information sets longer and clicked through more than they did with less engaging web pages.

'Boxes are much better than lists. Different colours from the rest of the page and having its own special place make it easier to find' (NEET learner)

Rollovers

Seventy five percent of learners noticed the rollovers on both web pages, and a further **15%** noticed the rollovers on one webpage when prompted. **Two thirds** of learners who noticed the rollovers found them useful in offering further information to explain the key information set.

Figure 12: Assessment of rollovers



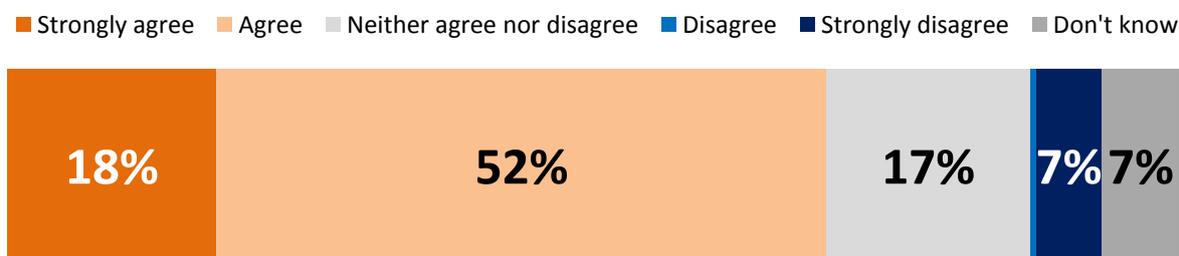
In qualitative interviews, some learners noticed the rollovers and others did not notice the rollovers or moved over them accidentally. Most learners did not find the information under the rollovers useful. Learners who moved over the rollovers accidentally found that it distracted them from other content they were reading.

Assessment of credibility

Most learners consider the key information set is credible and trustworthy because they trust TEOs. The New Zealand Government logo also contributes to the credibility of the information. Key information sets are considered more credible where the New Zealand Government logo is placed at the top of the web page.

Seventy percent of learners surveyed agreed that the key information set is credible and trustworthy.

Figure 13: Assessment of credibility



196 learners
Disagree + Strongly disagree combined

Learners interviewed trust information provided by TEOs therefore this trust extends to the credibility of the key information set. Learners also felt the presence of the New Zealand Government logo on the key information set enhances credibility by making the key information set objective, and current, as it says to learners that the government has endorsed the content. However, in some cases learners did not notice the government logo.

‘The New Zealand Government has looked at it and approved the information. It makes you **trust it** seeing that emblem there. You know the government has looked over it.’ (Year 13 learner)

‘It says it is supported by the New Zealand Government. It makes it look **objective**. Having no logo, the information would become outdated. Having the logo gives it **importance**.’ (Post graduate learner)

Trust in the key information set is highest when the logo is placed at the top of the key information set and when a black logo is placed on a light background.

The key information set was considered more credible when TEOs included factual rather than descriptive content and did not use disclaimers in the 'entry criteria' section.

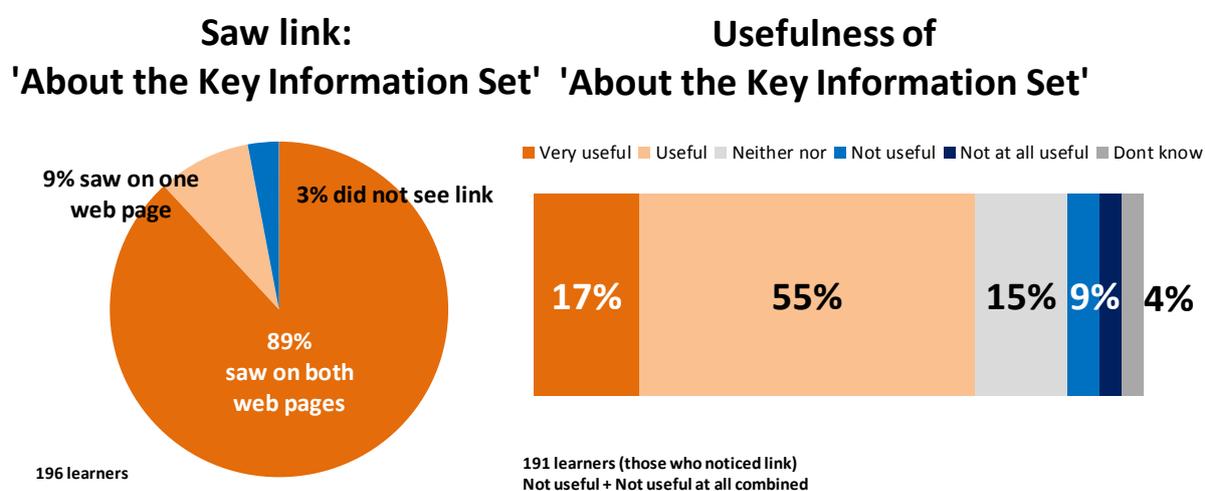
The key information set is also considered more authoritative when it is placed in a box.

Assessment of the TEC webpage

The 'about the key information set' is not obvious on TEO webpages and lacks a 'call to action'. Consequently, most learners only click on the link when prompted. The content and layout on the TEC webpage does not engage learners.

Amongst year 12/13's surveyed, **89%** noticed link that said 'About the Key Information Set' on both webpages when prompted. Amongst those who saw the link, **72%** agreed that the content was useful.

Figure 14: Assessment of TEC webpage



In qualitative interviews, most learners did not notice the 'About the Key Information Set'. A few learners noticed the link, but did not click on it, as it did not interest them. Learners only clicked on the link after being prompted by the interviewers.

'I'm **not interested** in clicking on this. I would expect the key information to be on the key information set. The way it is laid out is **boring**.' (Mature first-time learner)

Once learners landed on the TEC webpage containing information about the key information set, they did not stay on the page long enough to read the information. A few learners skimmed the first three bullet points. Very few learners scrolled down to 'what does the key information set mean'.

'There could be **more colour** or they could **highlight** important things. I wouldn't read it as it is.' (Year 13 learner)

Learners felt the most important information on the TEC webpage is the purpose of the key information set (third bullet point). Some suggested that this could be abbreviated and put alongside the title of the key information set.

‘The links don’t jump out. I didn’t notice them. Probably should have **key descriptions** next to the titles as people won’t click on them.’ (NEET learner)

Overall, learners felt the information on the TEC webpage was written for government or TEOs, not for learners. Learners considered the webpage is visually unappealing and contains too many words. While learners said they understood the content, the language used is not ‘every-day’ or familiar to learners.

Assessment of centrally located information

Learners would like the key information set for all qualifications across all TEOs to be located on one website and on TEO websites to help with decision making.

Learners felt it would be easier to compare information, if key information sets for all qualifications across TEOs were on the one website. They would also like the ability to click through from the central website to TEO webpages. Some learners would also like the ability to cut key information sets from a central website and paste it into their own worksheet to help with decision making. Learners would also like the key information sets on TEO webpages.

‘It would be good if they were **all in one place**. If comparing universities this would be one of the easiest ways to do it.’ (Year 12/13 learner)

Most learners were not aware of an existing site that would be suitable to host key information sets, and therefore suggested they are hosted on a purpose-built site. A few learners suggested the key information set could be located on the StudyLink website, as most learners visit this website for student loan information. A few learners also suggested that it could be hosted on the Career New Zealand website.

Most learners do not believe that the TEC website is the best place to host key information sets. Mostly, this is due to their lack of awareness and knowledge of the TEC. A few learners did not perceive the TEC to be the type of organisation that helps learners with decision-making, based on information gleaned from the logo and the website.

‘I **wouldn’t expect** to see it on the TEC website. It looks like the sort of organisation that asks the questions rather than being asked the questions.’
(Mature first-time learner)

The implication if the key information set is located on the TEC website is that search functions would need to take learners to the TEC webpage, as learners are unlikely to visit the TEC website for any other reason.

Most learners would also like the key information set to be on qualification prospectus.

Subgroup analysis

Learners who reviewed key information sets on level 7 qualifications were statistically

- **more likely** to strongly disagree that they would use the key information set to explore education options after leaving school (**19%** compared to **5%** of all learners)
- **more likely** to strongly disagree that the information under 'total estimated fees' will be useful for decision-making (**19%** compared to **5%**)
- **more likely** to consider course related costs and campus related information would be not at all useful (**19%** compared to **4%** of all learners)
- **less likely** to agree that they would use the duration information for decision making (**4%** compared to **31%**).

Level 7 learners were also **less likely** to strongly agree that that the heading 'duration' made sense to them (**7%** compared to **36%** of all learners) and **more likely** to strongly disagree that they understood the content in the 'duration' section (**15%** compared to **4%** of all learners).

These learners were also **more likely** to strongly disagree that they liked the look of the key information set (**26%** compared to **8%** of all learners) and the layout made sense to them (**22%** compared to **6%** of all learners).

These results are more likely to reflect the two webpages learners visited, rather than Level 7 learners per se. In qualitative interviews, the look and feel of the layout of these two webpages performed poorly, compared to the webpages other learners visited.

In the first of the two webpages tested, learners needed to click on the title to enter the key information set (which learners did not click on spontaneously and needed to be prompted by the interviewer). Once learners entered this key information set, they said the information was uninvitingly presented. In the second of the two webpages visited, learners felt the font was too small, the layout was boring and there was an absence of colour and lack of data visualisation.

Conclusions

Evaluative assessment

The Pilot of the key information set has been successful. It has achieved a **high result** on the three agreed criteria².

The criteria for the evaluation emphasised whether the key information set was identified as a comparable set of information, and whether it would be useful and used for making tertiary education decisions.

Criteria	Low result	Medium result	High result
1. Is identifiable as a comparable set of information when searching across qualifications and TEOs	Less than 40% of learners surveyed agree/strongly agree	Between 41%-59% of learners surveyed agree/strongly agree	60% or more of learners surveyed agree/strongly agree
2. Would be useful in their tertiary education search	Less than 40% of learners surveyed agree/strongly agree	Between 41%-59% of learners surveyed agree/strongly agree	60% or more of learners surveyed agree/strongly agree
3. Would be used when making decisions on their tertiary education	Less than 40% of learners surveyed agree/strongly agree	Between 41%-59% of learners surveyed agree/strongly agree	60% or more of learners surveyed agree/strongly agree

² The evaluative criteria was agreed before the evaluation commenced. It was developed by the Learner Information Evaluation Planning Group, the TEO Pilot Working Group and the Learners Information Governance Group.

The Pilot has been successful and achieved a **high result** against all three evaluative criteria.

1. The key information set is identifiable as a comparable set of information when searching across qualifications and TEOs: **90%** of learners identified the key information sets on web pages viewed.
2. The key information set will be useful for learners in their tertiary education search: **78%** agree that it would help them to explore tertiary education options and **73%** agree that it would help them to compare qualifications.
3. The key information set will be used by learners when making decisions on their tertiary education: **70%** agree that they would use it to make tertiary education decisions, **68%** agree that they would use it to decide on qualifications, and **76%** agree that they would use it for deciding on which TEO to attend.

Appendices

Learners Evaluation Learners' Discussion Guide

Introduction

- Introduce self/Litmus
- Interview purpose: Litmus has been asked by the Tertiary Education Commission to find out what learners think about a new information set and whether it will help learners when they are making decisions about their tertiary education. The information will be used to improve the key information set to better meet learners' information needs. During the interview, you will be asked to look at three websites with the key information set and then we will discuss what you think about them. There are only right answers.
- Information sheet, informed consent and audio recording.
- Time: 60 minutes.

Exploring the key information set

Purpose: To avoid contamination/influence by other factors or discussion, the learner will be first shown the three key information sets and will be encouraged to explore them. If they do not click through they will be asked to look at the Tertiary Education Commission webpage. The interviewer will observe and note how the learner interacts with the sites. Once the learner has completed looking at the sites, the following questions will be asked. The learner will be able to continue their exploration of the key information sets, while answering the questions.

Firstly I am going to show you three websites, please have a look over the three sites and read the content on each page.

Identifying the key information set

Overall what is your reaction to three sites?

- What do you like about the sites? Dislike?
- What is similar about the messages across the sites? Different?
- What if anything is confusing or difficult to understand across the sites?
- Across the three sites, how identifiable is the key information set as a comparable set of information? *As appropriate:*
 - What makes the key information set identifiable across the sites?
 - What makes it difficult to identify the key information set across the sites?
- How comparable is the key information set across the sites?
 - In what areas are the key information sets across the sites not comparable?

Assessing overall reaction to the key information set

Focusing on the key information set on each of the sites, how do you feel about this information?

- What do you like about the key information set? Dislike?
- What does the key information set tell you?

- What if anything is confusing or difficult to understand?
- How useful is this information?
 - Who would use this information?
 - When would they use it?
 - How would they use it?
- How credible and trustworthy is this information?
 - What makes it credible/not credible?

Detailed assessment of the key information set's components

We are now going to look at the key information set on the sites in more detail to check whether or not it makes sense.

- Looking across the three key information sets does the layout make sense?
 - What is confusing or not clear?
- How useful are the different components of the key information set?
 - Entry criteria - Does this make sense?
 - Duration - Does this make sense?
 - Student success including course completion and student retention measures - Do they make sense?
 - NZ graduate destinations - Does this make sense?
 - Median earnings - Does this make sense?
 - Estimated total fees - Does this make sense? The fees could be presented in other ways such as an annual figure or as costs for the entire qualification, what would be best for learners like you? How come?
- What if anything does the NZ Government's brand add to the key information set?
- If you wanted more information what would you do?
 - Did you notice the rollovers? What do they tell you? Anything confusing in them?

Assessing the Tertiary Education Commission webpage

Did you notice the '*about the key information set*' link on the sites?

- What did you expect to find if you clicked on the '*about the key information set*' link?

Please read through the information on the Tertiary Education Commission's *about the key information set* web page.

- What do you like about this page? Dislike?
- To what extent does this page offer additional information to understand the key information set?
 - What if anything is confusing or difficult to understand?
- How useful is this information?

Potential use of the key information set

Please share with me your search process to decide which tertiary education qualification you want to do and where.

The purpose of the key information set is to inform and support learners in deciding about their tertiary education. Over time the key information set will be on all qualification pages of all tertiary education organisations.

Thinking about your search process, how useful if at all would the information in the key information set have been to you?

- What is the most useful information for you in the key information set? Less useful? How come?
- How if at all would you have used the key information set?
- How if at all would it have helped with your decision making about tertiary education?

Here is a tertiary education organisation qualification web page without a key information set, how does this compare to the webpages with a key information set?

- Which do you prefer? How come?
- What value, if any, would the key information set add to the qualification webpage?

Improving the key information set

As mentioned the Tertiary Education Commission is developing the key information set to support learners in deciding about their tertiary education. Thinking about our conversation today, what improvements are needed to the key information set to make it more useful to you and other learners?

- What other information would be useful to have in the key information set to support learners' tertiary education decision-making?
- Feedback from other learners have suggested the following additions, how useful would this information be for you:
 - additional course-related costs
 - loan repayment information
 - study location information (i.e. campus location)
- What is not needed in the key information set? How come?
- What changes are needed to the design of the key information to make it easier for learners to use?
- What other feedback do you have on the key information set?

Exploring a cut-down version of the key information set

One idea is to have a cut down or shorter version of the key information set, how would you feel about a cut down version?

- What are the most important components of the key information set that need to be kept?
- What if anything could be cut out?
- Would the key information set be meaningful if these components were removed?
- How would having this more cut-down version of the key information set change how you'd use the information?

Where else would you like to see the key information set

As well the key information set being on the TEO website, the following questions explore where else you would like to see the key information set.

- How do you feel about the idea of the key information set for all qualifications across all TEOS being located on a central website as well as on the individual TEO's website?
- How would you like the information to be presented on a central website?
- What would you like to be able to do with the information?
- How would you use this information?
- What are the benefits of this approach? Drawbacks?

Other channels for central location?

Close with thanks and koha

Learners Evaluation

Career Influencers' Discussion Guide

Introduction

- Introduce self/Litmus
- Interview purpose: Litmus has been asked by the Tertiary Education Commission to find out what people who support learners think about a new information set and whether it will help learners when they are making decisions about their tertiary education. The information will be used to improve the key information set to better meet learners' information needs. During the interview, you will be asked to look at three websites with the key information set and then we will discuss what you think about them. There are only right answers.
- Information sheet, informed consent and audio recording.
- Time: 60 minutes.

Exploring the key information set

Purpose: To avoid contamination/influence by other factors or discussion, the career influencer will be first shown the three key information sets and will be encouraged to explore them. If they do not click through they will be asked to look at the Tertiary Education Commission webpage. The interviewer will observe and note how the career influencer interacts with the sites. Once the career influencer has completed looking at the sites, the following questions will be asked. The career influencer will be able to continue their exploration of the key information sets, while answering the questions.

Firstly I am going to show you three websites, please have a look over the three sites and read the content on each page.

Identifying the key information set

Overall what is your reaction to three sites?

- What do you like about the sites? Dislike?
- What is similar about the messages across the sites? Different?
- What if anything is confusing or difficult to understand across the sites?
- Across the three sites, how identifiable is the key information set as a comparable set of information? *As appropriate:*
 - What makes the key information set identifiable across the sites?
 - What makes it difficult to identify the key information set across the sites?
- How comparable is the key information set across the sites?
 - In what areas are the key information sets across the sites not comparable?

Assessing overall reaction to the key information set

Focusing on the key information set on each of the sites, how do you feel about this information?

- What do you like about the key information set? Dislike?
- What does the key information set tell you?
 - What if anything is confusing or difficult to understand?
- How useful is this information?

- Who would use this information?
- When would they use it?
- How would they use it?
- How credible and trustworthy is this information?
 - What makes it credible/not credible?

Detailed assessment of the key information set's components

We are now going to look at the key information set on the sites in more detail to check whether or not it makes sense.

- Looking across the three key information sets does the layout make sense?
 - What is confusing or not clear?
- How useful are the different components of the key information set for learners deciding on tertiary education?
 - Entry criteria - Does this make sense?
 - Duration - Does this make sense?
 - Student success including course completion and student retention measures - Do they make sense?
 - NZ graduate destinations - Does this make sense?
 - Median earnings - Does this make sense?
 - Estimated total fees - Does this make sense? The fees could be presented in other ways such as an annual figure or as costs for the entire qualification, what would be best for learners like you? How come?
- What if anything does the NZ Government's brand add to the key information set?
- If you wanted more information what would you do?
 - Did you notice the rollovers? What do they tell you? Anything confusing in them?

Assessing the Tertiary Education Commission webpage

Did you notice the '*about the key information set*' link on the sites?

- What did you expect to find if you clicked on the '*about the key information set*' link?

Please read through the information on the Tertiary Education Commission's *about the key information set* web page.

- What do you like about this page? Dislike?
- To what extent does this page offer additional information to understand the key information set?
 - What if anything is confusing or difficult to understand?
- How useful is this information?

Potential use of the key information set

Please share with me how you support learners in their process to decide which tertiary education qualification they want to do and where.

The purpose of the key information set is to inform and support learners in deciding about their tertiary education. Over time the key information set will be on all qualification pages of all tertiary education organisations.

Thinking about how you support learners in their search and decision process about tertiary education, how useful if at all would the information in the key information set be for you? For learners?

- What is the most useful information in the key information set? Less useful? How come?
- How if at all would you use the key information set in supporting learners?
- How if at all would it have helped with learner decision making about tertiary education?
- When the key information set is launched would you recommend it to learners? How come?

Here is a tertiary education organisation qualification web page without a key information set, how does this compare to the webpages with a key information set?

- Which do you prefer? How come?
- What value, if any, would the key information set add to the qualification webpage?

Improving the key information set

As mentioned the Tertiary Education Commission is developing the key information set to support learners in deciding about their tertiary education. Thinking about our conversation today, what improvements are needed to the key information set to make it more useful to you and learners?

- What other information would be useful to have in the key information set to support learners' tertiary education decision-making?
- Feedback from other learners have suggested the following additions, how useful would this information be:
 - additional course-related costs
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 - study location information (i.e. campus location)
- What is not needed in the key information set? How come?
- What changes are needed to the design of the key information to make it easier for learners to use?
- What other feedback do you have on the key information set?

Exploring a cut-down version of the key information set

One idea is to have a cut down or shorter version of the key information set, how would you feel about a cut down version?

- What are the most important components of the key information set that need to be kept?
- What if anything could be cut out?
- Would the key information set be meaningful if these components were removed?
- How would having this more cut-down version of the key information set change how you'd recommend the use of the information?

Where else would you like to see the key information set?

As well the key information set being on the TEO website, the following questions explore where else you would like to see the key information set.

- How do you feel about the idea of the key information set for all qualifications across all TEOS being located on a central website as well as on the individual TEO's website?

- How would you like the information to be presented on a central website?
- What would you like to be able to do with the information?
- How would you use this information?
- What are the benefits of this approach? Drawbacks?

Other channels for central location?

Close with thanks and koha

Learners Evaluation

Introduction

Hi guys,

Thanks for taking part in this survey to test a new information set for tertiary education websites. Sorry for being old and boring but a bit of housekeeping:

- The survey will take about 10 minutes to complete.
 - The survey will close on Friday 13th November 5pm. You will need to complete the survey beforehand to get into the draw to win \$50!
 - The survey is voluntary and your contribution is confidential.
 - On completing the survey, you will go in the draw to win one of two \$50 vouchers.
 - Also, please note that the survey works best if you complete it on a laptop.
- So, on that note, have fun guys!

Kind regards,

The Buzz Team

Learners Evaluation - Main branch

Please select the option(s) that applies to you:

Multiple Selection (Checkboxes)

Question Options

1. I intend to study once I finish high school
2. I intend to take a gap year once I finish high school
3. I intend to travel once I finish high school
4. I intend to work not study once I finish high school
5. Other

Multi select question:

Which year are you in school right now?

Single Selection

Question Options

1. Year 10
2. Year 11
3. Year 12
4. Year 13
5. I'd rather not say

Which field of study are you most interested in studying? Please select one option that you would MOST like to study:

Single Selection

Question Options

1. Hospitality
2. Trade
3. Business
4. ICT
5. Engineering
6. None of the above

That's awesome! Looks like you are interested in learning about [field].

Here are two links from two different tertiary education organisations on a hospitality qualification that we would like you to look at. Please click on both images and check out the websites.

PLEASE KEEP BOTH WEBSITES OPEN! You may need to refer to them to answer the following questions.

Website #1 Website #2

You don't need to click any of the links but simply scroll down the webpages and look at the information. Remember to come back to the survey to answer remaining questions.

Q1_0

On the web pages viewed, did you spot the text labelled as key information set when you were reading through?

Single Selection

Question Options

1. Yes - on both web pages
2. Yes - but only on one web page
3. No

Q2_0

Please have another look at the two web pages and see if you can spot the key information set. It will be labelled key information set and will start with the heading Minimum Entry Criteria. Did you spot the key information set?

Single Selection

Question Options

1. Yes - on both web pages
2. Yes - but only on one web page
3. No

Q3_0

Thinking about the key information set on both websites, please tell us how much you agree or disagree with the following statements about the key information sets:

Top Options

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

Side Options

1. The key information set stands out on the web page
2. The key information set is easy to understand
3. Using the key information set I can compare the two qualifications offered
4. They key information set is credible and trustworthy
5. The key information set repeats other information on the web page
6. I like the look of the key information set
7. The layout makes sense to me

Now, we would like to focus on specific sections in the key information sets. You may want to have another look at the key information sets.

Q4_0

Focusing on the section headed Entry Criteria, please rate how much you agree or disagree with the following:

Matrix

Top Options

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

Side Options

1. The heading Entry Criteria makes sense to me
2. I understand the information under the heading Entry Criteria
3. This information will be useful for me when exploring my education options after leaving school

Q5_0

Focusing on the section headed Duration, please rate how much you agree or disagree with the following:

Matrix

Top Options

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

Side Options

1. The heading Duration makes sense to me
2. I understand the information under the heading Duration
3. This information will be useful for me when exploring my education options after leaving school

Q6_0

Focusing on the section headed Student Success, please rate how much you agree or disagree with the following:

Matrix

Top Options

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

Side Options

1. The heading Student Success makes sense to me
2. I understand the information under the heading Student Success
3. This information will be useful for me when exploring my education options after leaving school

Q7_0

Focusing on the section headed NZ Graduate Destinations, please rate how much you agree or disagree with the following:

Matrix

Top Options

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

Side Options

1. The heading NZ Graduate Destinations makes sense to me
2. I understand the information under the heading NZ Graduate Destinations
3. This information will be useful for me when exploring my education options after leaving school

Q8_0

Focusing on the section headed Estimated Total Fees, please rate how much you agree or disagree with the following:

Matrix

Top Options

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

Side Options

1. The heading Estimated Total Fees makes sense to me
2. I understand the information under the heading Estimated Total Fees
3. This information will be useful for me when exploring my education options after leaving school

Q9_a

When you looked at both sites, did you notice the rollovers or symbol with further information about the key information set? Please note, rollover allows you to interact with the web page. For example, additional information popping up when you rolled your mouse over a particular page element.

Single Selection

Question Options

1. Yes - on both web pages
2. Yes - but only on one web page
3. No

Q9_b

Please have another look at the two web pages and see if you can spot the rollovers or symbol. Did you spot them?

Single Selection

Question Options

1. Yes - on both web pages
2. Yes - but only on one web page
3. No

Q10_0

How useful are the rollovers or symbol in offering further information to explain the key information set?

Single Selection

Question Options

1. Not at all useful
2. Not useful
3. Neither nor
4. Useful
5. Very useful
6. Don't know

Q11_a

Now, moving onto a different topic: Did you notice the 'about *the key information set*' link on the sites?

Single Selection

Question Options

1. Yes - on both web pages
2. Yes - but only on one web page
3. No

Q11_b

Please have another look at the two web pages and see if you can spot the 'about *the key information set*' link on the

sites. Did you spot them?

Single Selection

Question Options

1. Yes - on both web pages
2. Yes - but only on one web page
3. No

Q12_0

How useful is the 'about the key information set' link?

Single Selection

Question Options

1. Not at all useful
2. Not useful
3. Neither nor
4. Useful
5. Very useful
6. Don't know

Q13_0

The purpose of the key information set is to inform and support learners in deciding about their education after leaving school. Over time, the key information set will be on all qualification pages of all tertiary education organisations.

Please tell us whether you agree or disagree with the following statements about the key information sets:

Matrix

Top Options

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

Side Options

1. The key information set will be useful when I am exploring my education options after leaving school
2. The key information set will help me decide which qualification I want to do
3. The key information set will help me decide on which tertiary education organisation I will study at
4. I will use the key information when making decisions on my education after leaving school

Feedback from other learners has suggested adding the following to the key information set, please rate how useful this information would be for you:

Matrix

Top Options

1. Not at all useful
2. Not useful
3. Neither nor
4. Useful
5. Very useful
6. Don't know

Side Options

1. Additional course-related costs
2. Loan repayment information
3. Study location information (i.e., campus location)

Finally, some questions about you to ensure you are indeed human and not some terminator sent from the future to eradicate all of humanity!

What gender are you?

Single Selection

Question Options

1. Female
2. Male
3. I don't want to say

Which ethnic group(s) do you belong to?

Multiple Selection

Question Options

1. Kiwi / New Zealander
2. New Zealand European / Pakeha
3. Maori
4. Samoan
5. Cook Island Maori
6. Tongan
7. Niuean
8. Other Pacific
9. Chinese
10. Indian
11. Other
12. I don't want to say

Multi select question:

Which of the following best describes you?

Single Selection

Question Options

1. I know exactly what and where I want to study to gain my tertiary qualification
2. I have some idea but need more information to decide
3. I do not know what and where I want to study

If you want to enter the prize draw for the opportunity to win \$50, please enter your name and cellphone number below:

Question Options

1. First Name
2. Last Name
3. Phone number
4. Email address

Thank you for completing the survey! You are now in the draw to win one of two \$50 vouchers. If you win the draw, we will let you know via email. Good Luck:)

Prize details:

- Prize will be for a \$50 voucher
- Prize winner will be randomly selected from the pool of entries on 9th November 2015
- Multiple entries not accepted
- Judge's decision is final

Privacy Note: Please be assured that your personal details will only be used to contact you about the prize draw. Your survey responses will not be linked to your contact details and no one will be able to identify your responses.