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Evaluation Report

Evaluation of the Y Ty Dysgu Learning Management System

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Who We Are

In 2021 the TriTech Institute was launched. We are a team based in a bespoke facility within the Hywel Dda University Health Board comprising of industry-leading engineers, scientists, and clinicians.

Our Institute

Here at the TriTech Institute, we support the development of healthcare solutions on a local, national, and global level offering designers and manufacturers a single point of access to the NHS through a collaborative and agile approach.

What We Offer

The team's advanced skills in clinical and research design are combined with technical engineering expertise to manage the whole innovative pathway from early unmet need, through to concept design, prototyping, clinical testing, and real-world service evaluations.

Our Services

We provide specific services and solutions for clinical engineering, research and innovation, and value-based healthcare, and can also support with grant writing and submission.

Executive Summary

Situation

Y Tŷ Dysgu (YTD) is the national bilingual learning management system (LMS), supplied by CDSM (Thinqi) and developed by Health Education and Improvement Wales (HEIW) to provide a single, modern platform for education across NHS Wales. It replaces multiple legacy systems and manual processes with one structured environment that supports, online learning, event management, knowledge sharing, evaluation and certification.

Evaluation methodology

The evaluation employed a mixed-methods methodology, combining qualitative and quantitative datasets to provide a comprehensive understanding of how Y Tŷ Dysgu (YTD) is used in real-world settings. This approach incorporated interviews, focus groups, surveys, and analysis of platform activity and engagement, enabling rich insight into user experience, operational performance, and patterns of adoption across stakeholder groups.

Findings

Users consistently valued the platform's coherent layout, bilingual access and the consolidation of programmes and content into a national hub. Learners reported easier access to materials and better visibility of opportunities; programme teams recognised the consistent and reliable environment for delivery and management of their content.

Opportunities for improvement are specific and manageable. New and infrequent users can find navigation and terminology unclear; search and filters do not always surface content effectively; some administrative workflows (e.g., events and cancellations) still require manual intervention; reporting is available, but exports often need reformatting; and bilingual authoring can be time-intensive with a risk of accidental overwriting between languages.

A strong theme throughout was the responsiveness and quality of support from the digital team, which helped build confidence and reduce barriers to adoption. Learner feedback across major programme groups showed high satisfaction with content quality and delivery, with strong reported impact on practice particularly for clinically focused and skills based programmes. Blended and online models worked well for knowledge based content, while practical skills continued to benefit from dedicated face-to-face delivery.

Conclusions

Y Tŷ Dysgu has established a solid national foundation. Targeted refinements to navigation and terminology, search and discoverability, workflow reliability, bilingual authoring, and data usability will reduce administrative burden, improve learner experience and strengthen HEIW's ambition for a consistent, high quality learning environment across NHS Wales.

Based on this evaluation, several key recommendations are made:

Recommendation 1.1:

Navigation and discoverability should be improved to ensure learners can easily find courses, events and programme hubs. Refining system labels, improving the distinction between content types, expanding filter options and strengthening search functionality will reduce confusion, increase learner independence and significantly decrease support requests.

Recommendation 1.2:

Programme hubs should adopt more consistent layouts and naming conventions to support user orientation. Standard templates and clear structural guidelines will help ensure predictable navigation across programmes, particularly for new or infrequent users.

Recommendation 1.3:

Search capability should be enhanced to allow broader keyword matching, clearer filters and more consistent tagging. This will make it easier for users to locate material without relying on precise terminology.

Recommendation 2.1:

Registration pathways should be simplified to reduce access errors and the creation of duplicate accounts. Clearer guidance during role selection and system safeguards that detect existing accounts will strengthen data quality and minimise administrative workload.

Recommendation 2.2:

Processes for users transitioning roles (e.g., students becoming staff members) should be streamlined. Automated prompts or guided workflows will ensure continued access without manual intervention.

Recommendation 3.1:

Bilingual authoring processes should be improved to reduce duplication and maintain Welsh English consistency. Tools such as linked bilingual fields, side by side editing and overwrite safeguards would significantly reduce risk and workload for authors.

Recommendation 3.2:

A more efficient process for importing, exporting and aligning translations should be introduced to support timely updates and reduce manual effort.

Recommendation 4.1:

Event and attendance workflows should be stabilised to reduce administrative burden and ensure reliability. Improvements should focus on accurate synchronisation of cancellations and capacity, automated waiting list movement and clearer booking communications.

Recommendation 4.2:

Strengthened templates and workflow controls should be created for programme areas requiring certification, ensuring that attendance data and certificates are accurate and consistent.

Recommendation 5.1:

Reporting tools and evaluation exports should be enhanced to support governance and decision making. Cleaner export formats, improved dashboard visibility and guidance on interpreting data will help programme teams use information more effectively.

Recommendation 5.2:

Retrospective and trend-based reporting should be strengthened to enable teams to review progress over time and support performance monitoring.

Recommendation 6:

Visibility and accessibility of support resources should be increased to reduce reliance on the digital team. A clearly signposted Help function, embedded task specific guides and simple onboarding materials will improve early user confidence and reduce repeat queries.

Recommendation 7:

Access settings should be reviewed to better support multi professional learning. Clearer audience labels and refined restrictions will ensure that appropriate cross disciplinary access is available where learning is relevant to multiple professions.

Recommendation 8:

Programme hubs and resource organisation should be standardised to ensure consistency and reduce user confusion. Templates, naming conventions and layout guidance will support predictable structures across programmes and help users locate information quickly.

Recommendation 9:

Administrative burden should be reduced through targeted workflow refinements. Addressing duplicate accounts at source, improving waiting list automation, resolving inconsistencies in event data and clarifying complex processes will free administrative capacity and improve efficiency.

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Abbreviations

AWTTC	All Wales Therapeutics and Toxicology Centre
BCUHB	Betsi Cadwaladr University Health Board
CPD	Continuing Professional Development
CPR/AED	Cardiopulmonary Resuscitation / Automated External Defibrillator
DHCW	Digital Health and Care Wales
GP	General Practitioner
HCP	Healthcare Professional
HDUHB	Hywel Dda University Health Board
HEIW	Health Education and Improvement Wales
IG	Information Governance
IQR	Interquartile Range
LMS	Learning Management System
MDR	Medical Device Regulation
NHS	National Health Service
NRAP	National Respiratory Audit Programme
PREM	Patient Reported Experience Measure
PROM	Patient Reported Outcome Measure
RCP3Q	Royal College of Physicians 3 Questions
SAMD	Software as a Medical Device
SBUHB	Swansea Bay University Health Board
WIMD	Welsh Index of Multiple Deprivation
CAVUHB	Cardiff and Vale University Health Board
CTMUHB	Cwm Taf Morgannwg University Health Board
PTHB	Powys Teaching Health Board
R&D	Research and Development
RHIG	Respiratory Health Implementation Group
SUS	System Usability Scale
TDF	Theoretical Domains Framework
UEQ	User Experience Questionnaire
YTD	Y Ty Dysgu

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1. Situation

Y Tŷ Dysgu (YTD) is the national bilingual learning management system introduced by HEIW to consolidate learning delivery across NHS Wales into a single, modern and cohesive digital environment. Prior to its implementation, learning activities were delivered through a wide range of disconnected platforms and manual processes, resulting in inconsistent user experiences, duplicated effort and limited visibility of learning activity at national scale. YTD was developed to address these challenges by providing one central, structured system for accessing programmes, courses, resources, events and learning pathways.

1.1 Why Y Ty Dysgu was needed

For many years, programme teams, educators and learners relied on multiple systems to manage and access education. These systems were varied in design, capability and governance, leading to several problems:

- Learners often needed multiple accounts to access different courses or events.
- Teams were required to duplicate materials and repeat administrative tasks across platforms.
- Providing bilingual content consistently was complex and time intensive.
- Reporting was fragmented with a limited understanding of engagement and learning needs.
- Manual workflows created avoidable administrative burden and increased the potential for error.

The introduction of a new platform was therefore seen as essential to replace the fragmented landscape with a single, reliable and scalable solution that could support national standards, minimise duplication and provide a smooth, consistent learning experience across Wales.

1.2 What Is YTD

YTD is a bilingual learning management system designed to support the full learning lifecycle. It enables users to discover learning opportunities, register for courses or events, complete digital learning, participate in blended pathways and access certificates within one system. Programme teams can organise content within dedicated hubs, manage resources and pathways, maintain version control, and monitor participation and completion. The platform is used by a wide range of professional groups, including clinical, non clinical, administrative, managerial and specialist staff, and plays an integral role in supporting workforce education.

1.3 Aims and objectives of the YTD platform

YTD was designed to achieve several strategic aims:

- Provide HEIW with one national platform for education and training across NHS Wales.
- Ensure equal access to learning in both Welsh and English.
- Improve consistency and quality in the design and delivery of learning.
- Reduce duplicated effort by consolidating systems, workflows and resources.
- Strengthen governance, version control and oversight of educational materials.
- Support clear and structured programme hubs and learning pathways.
- Enable reliable reporting to support planning, assurance and performance management.
- Improve opportunities for multi professional learning and shared access to resources.

1.4 Purpose of this evaluation

The purpose of this evaluation is to understand how effectively YTD functions in practice and to identify areas where the platform can be strengthened.

The evaluation explores the experiences of learners, educators, administrators and programme teams; reviews the quality of user journeys; assesses operational workflows; examines content creation processes; and evaluates how well the system supports programme delivery, reporting and governance.

The findings will inform future decisions on platform optimisation and long-term development.

1.5 Scope of the evaluation

The evaluation covers the following areas:

- Learner access, navigation and overall user experience
- Registration, account creation and sign in processes
- Course and programme organisation and discoverability
- Event management workflows, including booking, cancellations and attendance
- Bilingual content development and maintenance
- Reporting, dashboards, evaluation tools and data usability
- Programme management and administrative tasks
- Multi professional access and visibility of learning
- Availability and effectiveness of support and onboarding resources

Technical review of the platform's underlying codebase, vendor performance and financial analysis are outside the scope of this evaluation.

1.6 Context

YTD is currently used across a wide and growing range of programmes, professions and settings. It supports learning for staff working in health and care settings across Wales in primary care, secondary care, community services and specialist roles, and is used by teams delivering national and regional learning programmes.

Stakeholders contributing to this evaluation reflected a broad cross-section of educators, programme leads, digital learning specialists, administrators, clinical trainers and external partners. The evaluation was conducted during a period of active and increasing adoption, allowing the review to capture real-world experiences of using the system to support live events, publish learning content, deliver pathways and monitor engagement.

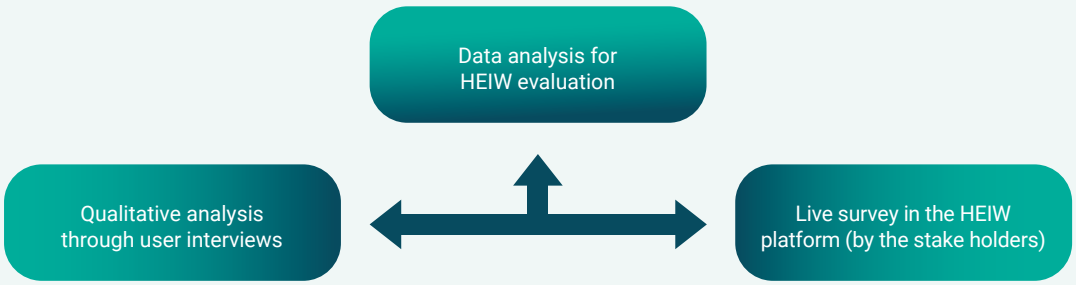
2. Evaluation methodology

A mixed methods evaluation was undertaken to understand how Y Tŷ Dysgu is experienced and used across NHS Wales. This approach combined qualitative and quantitative evidence to provide a balanced assessment of usability, operational performance and impact on learning delivery.

2.1 Evaluation approach

The combination of qualitative insights and quantitative data enabled an in-depth exploration of user experience alongside measurable engagement and activity patterns within the platform.

Figure 2.1. Visualisation of mixed-methods approach.



2.2 Data collection

The evaluation drew on interviews, a focus group, surveys and platform analytics. Each method contributed unique insights into how effectively Y Tŷ Dysgu has supported learners, programme teams and administrators.

2.2.1 Qualitative methods

Interviews

A wide range of stakeholders across NHS Wales were approached to participated in semi-structured interviews. Participants were purposively selected to ensure a broad spread of roles, directorates and system use cases. Interview representation included:

- Digital Learning (including Learning Technologists)
- Cyber Security and Information Assurance
- Dental Workforce and Training
- Workforce, Education and Transformation
- Clinical Academy and Clinical Skills
- Digital, Quality and Innovation teams
- Pharmacy, Dental, Optometry and Healthcare Science
- Nursing, Midwifery and Allied Health Professions
- Apprenticeships and Work Based Learning
- Medical and GP Specialty Training
- Mental Health and Psychological Services
- Placement and Practice Learning Support
- Equality, Inclusion, OD and Transformation
- Quality Improvement, Revalidation and CPD teams
- National programmes and academies (including simulation)
- Welsh language support teams
- Data & Analytics
- External contributors supporting national learning delivery

Interviews explored navigation, event workflows, content creation, reporting, bilingual delivery and the day-to-day experience of using the system.

Focus Group

In addition to the interviews, a focus group was held with a multiprofessional team to capture shared experiences and compare cross programme workflows. Appendix A sets out the structure and question framework for the interviews and focus group.

2.2.2 Quantitative methods

User Survey

A structured survey was circulated to learners and platform users (Appendix C). The survey was circulated to end users via the YTD platform.

Platform Analytics

System generated activity data were reviewed to understand real usage behaviours. This included enrolments, course completions, bookings, attendance, cancellations, evaluation responses and general activity patterns.

Programme Level Evaluation Data

An extract of learner evaluation responses for courses delivered through the platform were supplied by HEIW as part of their routine feedback collection processes. The programme groups with the largest number of responses were included in the evaluation, which comprised of **2,263 learner evaluation responses** from the following eight groups:

- Psychiatry
- Pharmacy
- Acute Care Common Stem
- Emergency Medicine
- Dental CPR/AED
- Genomics
- Intensive Care Medicine
- Obstetrics & Gynaecology

These data provided insight into learning quality, knowledge gain and perceived impact on practice.

2.3 Participant groups

Engagement across the evaluation was broad and represented a wide range of Welsh health organisations, roles and digital experience levels. Individuals from multiple health boards, national programmes and specialist areas contributed, ensuring the findings reflect diverse real-world use. All participant identities and contributions were anonymised.

2.4 Analytical approach

Qualitative data were analysed using reflexive thematic analysis, following the six-phase approach described by Braun and Clarke (2006):

1. Familiarisation with the data
2. Generation of initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the analytic narrative

An inductive, data-driven approach was adopted. Codes and themes were developed directly from participant accounts rather than pre-defined frameworks. Analysis was iterative, with ongoing refinement to ensure coherence, internal consistency, and clear distinctions between themes.

Quantitative data including analytics and survey responses were analysed descriptively and used to validate or counterbalance qualitative findings.

Together, these methods produced a comprehensive understanding of the platform's performance and user experience.

2.5 Governance and ethics

Participation was voluntary. No personal or sensitive information was collected. All data were handled in accordance with organisational expectations for confidentiality, data security and ethical conduct.

2.6 Considerations

User experiences vary based on professional role, digital familiarity, programme design and local administrative processes. Y Tŷ Dysgu continues to evolve, and the findings reflect the platform's performance at the time of evaluation. The combination of qualitative and quantitative evidence strengthens the reliability of the conclusions.

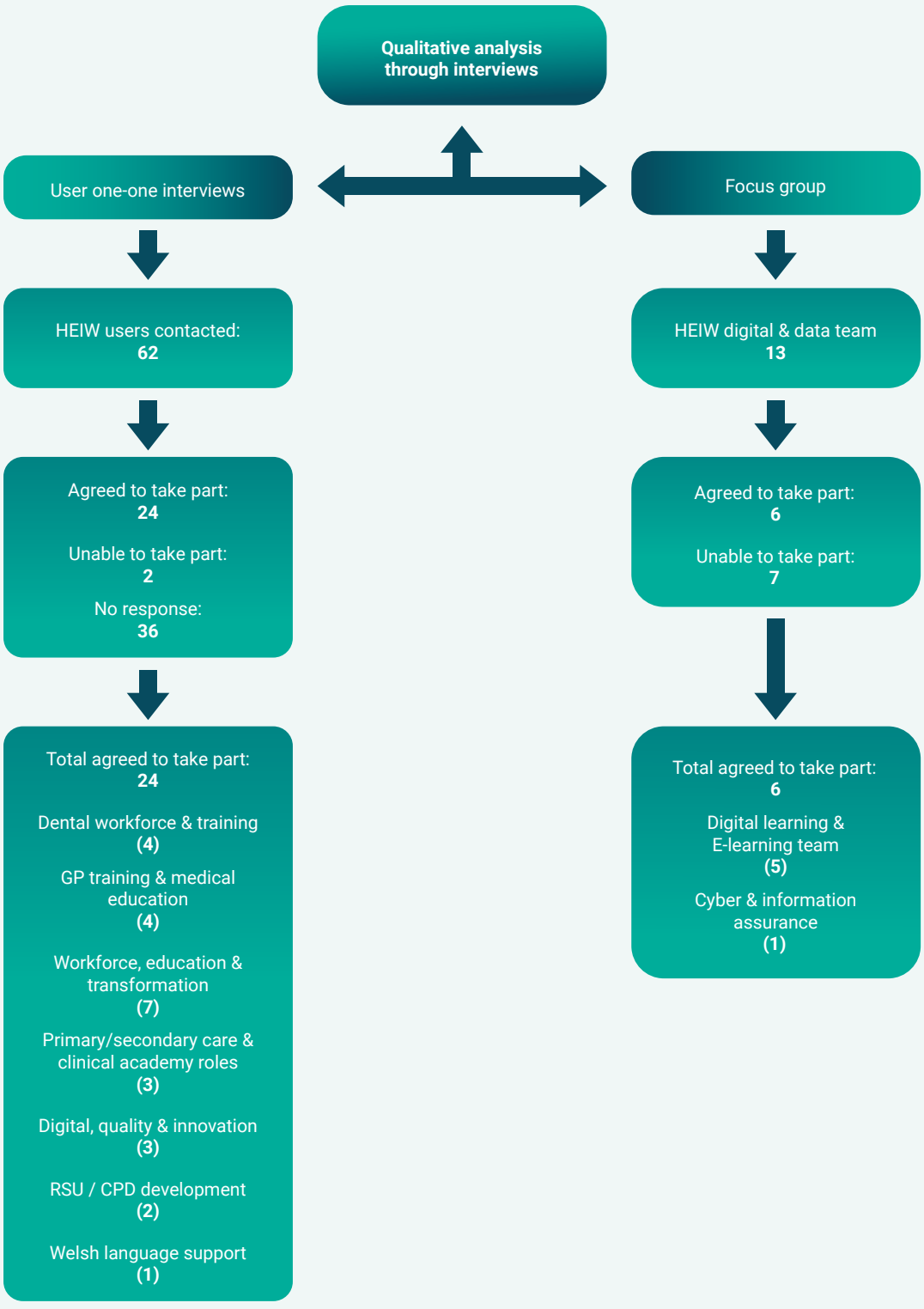
3. Findings

This section presents the key findings from the evaluation of YTD. The results combine qualitative feedback, survey data, platform analytics and evaluation responses across several programme areas.

3.1 Qualitative findings

The total number of individuals approached, and those who participated in the interviews and the focus group is detailed in figure 3.1 below.

Figure 3.1. Overview of Interview and Focus Group Participants.



3.1.1 Qualitative Results

Six overarching themes were identified through thematic analysis:

1. Usability and navigation experience
2. Learning and knowledge benefits
3. Impact on work processes
4. System limitations and frustrations
5. Support and responsiveness
6. Suggested improvements and future optimisation

These themes reflect both Service Users and stakeholder perspectives and are presented below with illustrative quotes.

Theme 1: Usability and navigation experience

This theme captures how participants experienced interacting with the platform, particularly in relation to navigation, system structure, interface clarity and the process of becoming familiar with the system over time.

Participants frequently reflected on the practical realities of using the platform, describing both initial challenges and the ways in which usability perceptions evolved with continued exposure, highlighting the dynamic nature of user experience rather than static judgements of system performance.

Navigation and findability

Usability and navigation were frequently discussed by participants, although experiences varied considerably. While several individuals described the platform positively, highlighting its intuitive design and ease of use, others identified ongoing challenges associated with locating content and understanding system structure.

Some participants characterised the system as straightforward and easy to engage with. For example, one participant noted that it was *"pretty intuitive how to figure it out"* (H54), while another described it as *"… really quite simple and straightforward"* (H50). These accounts suggest that for some users, interaction with the platform required minimal effort once accustomed to its layout. Reflecting this sentiment, one participant commented that the system *"does do most of the stuff we need"* (H54), indicating perceptions of functional adequacy.

However, alongside these favourable assessments, participants also reported navigation related difficulties. Challenges were typically framed not as technical failure, but as issues of clarity and system organisation. Participants frequently referred to the effort required to locate resources, with one explaining that *"Finding things isn't particularly very easy"* (H55), while another described the system as *"quite confusing in parts, quite clunky"* (H22).

Navigation challenges were particularly evident during early engagement with the system. As one participant explained; *"Navigating it… yeah, navigating it is the main challenge. It doesn't seem obvious what you're looking for"* (H4). These reflections point toward difficulties associated with understanding where materials were located or how content was structured, rather than system malfunction.

Learning curve and familiarity

Participants' accounts indicated that usability perceptions were closely tied to familiarity and repeated use. Early interactions with the platform often reflected a period of adjustment, with several individuals describing an initial sense of uncertainty when navigating the system. For some, the platform was experienced as unfamiliar or *"a bit of a minefield at first"* (H19), particularly when attempting to locate specific functions or resources.

Importantly, these early challenges were frequently described as diminishing over time as familiarity increased. Repeated use appeared to play a central role in shaping user confidence and ease of interaction. As one participant reflected, *"it's like second nature…just popping around… there's just so much on there"* (H50, H9), highlighting how routine engagement contributed to perceived ease of navigation.

Other participants explicitly distinguished between system limitations and user adaption, with one noting that usability issues were *"not a platform issue… that's a knowledge issue"* (H54). Such accounts suggest that perceived

difficulty was sometimes attributed to learning processes rather than inherent design flaws.

This suggests that usability perceptions were fluid rather than static, increasing familiarity acting as a key determinant of user experience. These evolving perceptions were not shaped solely by repeated use, but also by how clearly the platform communicated structure, meaning, and function.

Interface and terminology

Participants also commented on both the visual presentation and language used within the platform. Positive reflections related to the systems appearance, with individuals describing the interface as modern, visually appealing, and more professional than previous systems. For example, participants noted that the platform *"…looks more professional"* (H30), *"…looks good, its attractive"* (H16), and *"…it looks great"* (H8). These perceptions suggest that visual design contributed positively to initial impressions of this system.

Although participants generally viewed the interface positively, they also highlighted instances where terminology and labelling caused confusion. In particular, mismatches between familiar workplace language and the terms used within the platform sometimes made it harder for users to locate content. As one participant noted:

"We always in dental called our CPD events and our training events courses, and then we have to change them. We now have to call them events. So, people couldn't find things because they were looking in courses and they got a bit frustrated" (H12).

This adjustment process was further contextualised by participants describing efforts to align terminology and improve user understanding. As one participant explained, *"we've tried to change the terminology and we call everything events now and we've done a lot of communications around it, explaining to people"* (H12), suggesting that terminology related challenges were recognised and addressed through local communication and adaption strategies rather than representing persistent system barriers.

These reflections indicate that the challenges related to terminology were not necessarily perceived as system failures, but rather as issues of alignment between user expectations and system structure. Participants described needing time to adjust to the terminology around the platform, with one noting the effort required *"to learn different ways of doing things and getting out heads around the terminology of it all"* (H11).

Importantly, these issues were largely framed as minor usability conditions rather than substantive barriers to engagement. However, terminology clarity appeared to influence navigation behaviour and content discovery, highlighting the role of language in shaping user interaction with the system.

Theme 2: Learning and knowledge benefits

Participants consistently framed the LMS as a valuable learning and knowledge resource, with reflections centring on accessibility, flexibility, and the breadth of educational content available within the system. Perceived benefits extended beyond simple content storage, with participants describing meaningful changes in how learning could be accessed, delivered, and engaged with.

Access and flexibility of learning

Flexibility emerged as a prominent perceived advantage of the platform *"So I think for training and education it's great because it's flexible"* (H16). Participants frequently highlighted the ability to engage with learning asynchronously, allowing educational activities to be completed at times that aligned with individual schedules and workload demands. Learning was described as less constrained by fixed delivery formats, with one participant noting that learners *"can access it in their own time, they can start something. They don't have to finish it"* (H16).

Similarly, the availability of pre-recorded materials was viewed as further enhancing accessibility, enabling professionals to engage with content even when real-time attendance was not possible:

"if there's been pre-recordings, they can access them if they can't make them in real time" (H26).

Participants' accounts suggest that the LMS reduced temporal barriers to engagement, supporting greater learner autonomy and more adaptable participation in educational activities. Flexibility was not framed merely as a logistical convenience, but as a feature that better accommodated varied working patterns and professional demands.

Breadth and relevance of content

Participants emphasised the perceived value of having access to a broad range of educational materials and learning opportunities within a single system. This was reflected in one participant's observation that *"there's so much learning opportunities on there… It's something that we should really, really start using more"* (H50). The availability of diverse learning resources was frequently framed as a key advantage of the platform, particularly in relation to supporting engagement across professional groups.

Importantly, participants did not describe content breadth solely in terms of quantity, but in relation to its multi-professional applicability. Learning resources were characterised as intentionally organised to support access across disciplines rather than being restricted to single professional groups. As one participant explained:

"…the digital team have looked at… working with all the different departments and what learning they've got and what they can make multi-professional… then they've created like a multi-professional category… so that any user can go… any healthcare can go in and look at that learning and complete that learning" (H8).

For other participants, breadth of content was closely associated with accessibility and convenience. The system was described as providing a centralised location for materials and resources, allowing users to engage with learning content that might otherwise be fragmented across multiple platforms. This perception was captured in reflections highlighting that *"it's nice that there's a central point to have access to resources and links"* (H26). These accounts suggest that perceived platform value was influenced not only by the diversity of materials available, but by the consolidation of learning resources within a single environment.

Participants also linked content breadth with opportunities for cross professional interaction and shared learning. The platform was described as supporting learning activities and events that could be accessed by multiple professional groups, reinforcing perceptions of inclusivity and expanded participation.

For example, one participant observed that *"the events were advertised before, the only difference is that they can have multiple professional events now and online course"* (H9), illustrating how the system was perceived to extend reach and engagement.

Crucially, participants indicated that awareness of available content was not always immediate but instead developed through continued interaction with the system. Several accounts suggested that recognising the platform's full functionality required time and repeated use. As one participant reflected:

"It just takes time and I think now the system's settled in a bit more and people in the organisation are understanding how you can use it and what it can do" (H8).

This sense of gradual familiarisation was echoed by another participant who noted that *"the more you use it, the more you get familiar with it"* (H16). As familiarity increased, users reported greater recognition of the range and value of resources available, with one participant remarking that *"there's so much knowledge on there"* (H50)

Taken together, these accounts indicate that participants' evaluations of content breadth were closely tied not only to the volume and diversity of materials available, but to accessibility, centralisation, and familiarity developed through use.

Perceived value appeared to emerge through interaction with the system over time, suggesting that experiences of usability and engagement shaped how participants recognised the platform's educational potential.

Multiprofessional learning and knowledge exchange

Some participants described how the LMS supported visibility of learning opportunities beyond their own professional boundaries. Rather than solely emphasising the volume of content available, these accounts highlighted the platform's role in enabling cross-professional awareness and knowledge exchange. For example, one participant reflected that the system allowed them to access continuing professional development (CPD) resources relevant to other professional groups, noting that this exposure created opportunities to engage with learning they *"wouldn't otherwise even know about"* (H34).

This perception was reinforced by accounts describing how leaning resources had been intentionally structured to support multiprofessional access. As one participant explained, the platform included a *"multiprofessional category…so that any user… can go in and look at the learning and complete that learning"* (H8). Similarly, other participants noted that the system enabled *"multiple professional events"* (H9), suggesting that the LMS supported shared learning spaces rather than keeping learning separated by profession.

Taken together, these reflections suggest that participants perceived the platform as facilitating cross-disciplinary visibility and interaction, with potential implications for knowledge sharing and collaborative learning cultures.

Functional and educational features supporting learning

Specific platform functions, including quizzes, assessments, polls, and interactive communication tools, were described as supporting learning processes. Participants emphasised that these features enhanced engagement, reinforced knowledge, and facilitated more active forms of learning.

Interactive elements were often associated with increased interest and perceived learning effectiveness. For example, one participant noted that *"it's a lot more interesting because we can add quizzes and things like that"* (H11), highlighting how such features contributed to engagement. Similarly, *"…functions enabling polls…",* chat interactions, and smaller discussion spaces were framed as *"supporting blended and participatory learning experiences"* (H10).

Participants also reflected on the organisation and structure of learning materials within the platform. Comparisons with existing systems emerged spontaneously, with one participant describing the LMS as *"so much easier to use than ESR, loads better…"* (H34), suggesting that content felt more logically arranged and accessible.

However, participants' accounts also highlighted variability in how educational materials were designed and experienced. While some resources were described as highly engaging and dynamic, others were perceived as more traditionally formatted. As one participant explained:

"everything's like whizzing at you and engaging in videos… And other times I'm just sort of listening, next, listening" (H34).

Such reflections indicate that differences in presentation style influenced engagement and perceived learning quality, suggesting that design consistency may shape how users experience educational value across the platform.

Theme 3: Impact on work processes

This theme captures how participants perceived the platform influencing working practices, administrative activities, and operational workflows. Participants described a range of ways in which the LMS shaped day-to-day operational, administrative, and management processes. Reflections extended beyond general perceptions of the system, highlighting practical implications for monitoring, reporting, workflow organisation, and duplication of effort. Importantly, these impacts were not framed uniformly as improvements or challenges, but instead reflected a mixture of efficiencies, adaptations, and ongoing constraints.

Dashboards and reporting

Participants frequently referenced dashboard and reporting functions when discussing monitoring and oversight activities. The ability to observe engagement and completion patterns over time was perceived as particularly valuable. As one participant explained, dashboards made it possible

to compare *"how many enrolments we've had"* with *"how many completions you've had on the courses over time,"* with *"seeing that change over time" described as "really beneficial"* (H20).

Rather than relying solely on static metrics, participants emphasised the importance of identifying trends. One participant noted that they did not *"just want the figures on a page,"* but instead wanted to *"see some trends"* (H10), illustrating how reporting tools supported interpretation and evaluation. From a management perspective, analytics functions were similarly linked to oversight of learner progression, enabling participants to assess "how many you've got on a cohort" and *"how many have progressed to the next stage"* (H20).

Participants also described reporting features as influencing how information was organised and accessed within teams. In some cases, the LMS was perceived as reducing reliance on external tracking mechanisms, with one participant suggesting that the system was *"going to remove the need for Excel spreadsheets"* (H35). Centralisation of information was similarly emphasised, with another participant observing that *"everything is in one place rather than lost in email"* (H34).

These accounts suggest that participants experienced dashboards and reporting functions as supporting monitoring, governance, and oversight activities, alongside core learning functions.

Administrative processes and efficiency

Participants also described the LMS as influencing administrative and operational workflows, particularly in relation to attendance recording and event management. Reductions in manual effort were commonly highlighted. For example, one participant reflected that recording attendance was now *"a lot easier"* (H11).

Event organisation activities were similarly framed as more streamlined. As one participant explained, events could be "set up" and subsequently managed "all in the background," meaning administrators did not need to revisit tasks until *"just before the event is scheduled"* (H35). They also characterised these changes more broadly, describing the system as having *"completely streamlined the process"* (H35) and emphasised the perceived time savings: *"it will save so much time to enable people to do more valuable work"* (H35).

Participants frequently attributed these efficiencies to automation and system responsiveness. One participant, reflecting on the speed of platform updates, observed that changes appeared rapidly once requested: *"it's probably by 10.30, it's up on the platform… it must streamline it, otherwise they wouldn't be able to do it so quickly"* (H10).

These reflections indicate that participants perceived the LMS as reshaping administrative workload and workflow organisation, particularly within learning and event management processes.

Duplication and system alignment

Duplication of effort emerged as a recurring consideration across transcripts. Participants described both anticipated and experienced effects, often framing duplication as an evolving feature of system adoption rather than a fixed outcome.

Several participants perceived the LMS as contributing to longer-term reductions in duplication. One participant reflected, *"I think it will reduce duplication for the organisation"* (H8), while another suggested that greater use of system capabilities would help *"automate some of the things we do around courses" and "reduce duplication"* (H42). Others expressed this more definitively, stating that the system would *"definitely reduce duplication"* (H11).

However, participants also described persistent and contextual duplication pressures. For some, duplication of effort remained necessary due to language or system requirements. One participant noted that processes had *"not reduced duplication of effort"* because information still needed to be entered twice, including Welsh language versions (H9). Others highlighted transitional effects, suggesting that duplication could temporarily increase during implementation phases, with one participant observing that *"in some ways it might increase duplication whilst it establishes"* due to overlaps with ESR (H16).

These accounts suggest that duplication effects were experienced as context-dependent and dynamic, reflecting both system capabilities and organisational realities.

System constraints shaping work practices

Participants also described instances where system architecture influenced how educational or administrative work was structured. Reflections were often framed as tensions between existing practices and platform functionality. One participant characterised a key challenge as attempting to *"shoehorn our teaching into what is available on there"* (H26), suggesting that system structures could shape delivery approaches.

Classification and organisational features within the platform were also noted. For example, one participant reflected that distinctions between system elements were *"not explained very well,"* particularly regarding differences between programmes and courses (H55). Such accounts indicate that system taxonomy and design logic could influence workflow decisions and content organisation strategies.

Use of data for planning and decision making

Beyond monitoring and administration, participants described how reporting and analytics functions informed planning and decision-making activities. Platform-generated data were used to identify participation patterns and guide targeted actions. As one participant explained, recognising that "not many GPs had completed" a course enabled adjustments to engagement strategies, including *"targeting the advertising"* and organising additional learning opportunities (H16).

These reflections suggest that participants perceived the LMS as supporting data-informed decision-making processes, particularly in relation to learner engagement and course promotion.

Theme 4: System limitations and frustrations

While participants frequently acknowledged the value and functionality of the LMS, accounts also highlighted a range of perceived system constraints, technical irritations, and structural limitations. These reflections were typically framed not as fundamental failures of the platform, but as practical or contextual challenges influencing user experience and system interaction. Importantly, frustrations were often described alongside recognition of the platform's wider benefits, resulting in a view that was more balanced than wholly negative.

Reporting and data constraints

Several participants identified limitations associated with reporting functions, dashboard outputs and data extraction processes. Although analytics and monitoring capabilities were recognised as valuable, some stakeholders described difficulties accessing or controlling system generated data in ways that supported their working needs. One participant, for example, highlighted challenges exporting evaluation information, noting that *"when you click on evaluation, you get an Excel spreadsheet… but that spreadsheet is awful. You can't… I'd redo it really"* (H12). This account reflects concerns about data usability and presentation rather than the absence of reporting functionality. Participants' reflections therefore suggest that while reporting tools were available, outputs were not always perceived as sufficiently clear or user friendly.

Constraints were also described in relation to content review and visibility mechanisms. Participants noted limitations affecting preview functions, with one individual observing: *"you cannot preview what you've built without publishing it"* (H35).

Considered together, the findings suggest that reporting and review features were sometimes experienced as lacking flexibility within day-to-day system use.

Technical and integration issues

Participants also described intermittent technical frustrations and integration related challenges. These were characterised as irritations or interferences rather than persistent system failures. One participant reflected on system reliability, noting that *"sometimes we've had things that were functioning and then they would break down"* (H9).

Participants also reported challenges with how system components linked together, explaining that certain structural or linking arrangements

could create duplication or confusion; as one individual described, *"because of the links, we had to make sure that the links were exactly the same… so if you changed anything on one, you then had to go in and change it on the other"* (H20). Account registration and approval procedures were likewise identified as sources of friction within routine system use, particularly where manual verification steps appeared unnecessary, with one participant questioning *"why someone's got to go in and then approve that request"* when registering with an NHS email (H26).

Together, this suggests that technical and integration constraints were experienced primarily as workflow irritations rather than barriers preventing platform use.

Structural and design constraints

Beyond technical issues, participants frequently described tensions between system structures and established educational or organisational practices. These reflections often centred on the perceived rigidity of platform templates, categorisation frameworks, and content configuration processes. As one participant succinctly articulated, a key challenge was that *"we've tried to shoehorn our teaching into what is available on there"* (H26), highlighting the ways in which system architecture could constrain pedagogical design and delivery.

System design was also seen as shaping, and at times constraining, how learning activities could be created and organised. Participants highlighted that system classification and terminology often introduced uncertainty. For example, some users were unclear about basic distinctions within the platform, with one noting that they did not feel the difference between *"a programme and a course"* had been adequately explained (H55). Search and navigation functions were described as similarly problematic, particularly when users were unsure how materials had been categorised; as one participant reflected, even when they entered a term into the search bar, *"I've put it in the search and then I've been unable to find it"* (H16).

Viewed as a whole, the data suggests that elements of system organisation, terminology, and design logic shaped how users interpreted and navigated platform structures.

External system dependencies

A small number of participants also highlighted challenges arising from external or third-party systems linked to LMS processes. These issues tended to relate to payment or registration mechanisms rather than the core functionality of the LMS itself. One participant, for instance, compared aspects of the transactional process to a consumer checkout system, remarking that *"it's almost like you put a course in your basket like you do on Amazon"* (H11). Although such concerns were not widely raised, they indicate that user experiences were at times shaped by dependencies operating outside the LMS environment.

Collectively, these accounts indicate that participant frustrations reflected practical, structural, and contextual constraints rather than wholesale dissatisfaction with the platform. The most frequently cited limitations concerned reporting flexibility, previewing functions, system terminology, and integration mechanics. Importantly, these challenges co-existed with recognition of the platform's broader benefits, indicating that participants distinguished between the value of the system and specific functional irritations. This pattern aligns with common dynamics in digital system adoption, where perceived usefulness and operational constraints are experienced simultaneously.

Theme 5: Support and responsiveness

Participants consistently described positive experience of system related support, with accounts emphasising responsiveness, helpfulness, and the quality of interactions with the digital team. Satisfaction with support mechanisms was expressed across multiple stakeholder groups, with one participant stating that they were *"very, very satisfied with any support we've had"* (H4), while another characterised the *"support process"* as *"excellent"* (H10). Similar reflections were evidence elsewhere, with participants describing the digital team as *"great"* (H9) and noting that requests for assistance were handled in a *"responsive"* manner (H11).

Participants frequently framed support as instrumental in enabling effective system use. Several accounts highlighted the importance of

guidance when navigating platform functions or developing learning resources. As one participant reflected, users often *"need support to do bits of it",* with step-by-step assistance described as "particularly valuable when learning how to *"develop and create a course"* (H20). Support was therefore positioned not merely as reactive troubleshooting, but as a facilitating mechanism underpinning user confidence and system engagement.

Experiences of responsiveness and problem resolution were also prominent. Participants described instances where technical issues were addressed rapidly, with one participant noting that the team *"straight away found a solution"* and were *"extremely helpful"* (H16). Similar observations characterised support interactions as *"fantastic"* and solution-focused (H20), reinforcing perceptions of accessibility and effectiveness.

Beyond functional assistance, participants also highlighted the interpersonal and emotional dimensions of support. One participant described how the digital team's approach reduced anxiety associated with system difficulties, explaining that *"sometimes you can feel stupid… and they never make me feel stupid. They always just patiently go through it with me"* (H34). Such accounts suggest that the value of support extended beyond technical resolution, also influencing user confidence and experience.

Whilst participants occasionally noted delays associated with broader IT processes or expressed preferences for quicker response times, these reflections were typically framed as minor caveats rather than substantive criticisms. For example, one participant acknowledged that although *"it'd be nicer if things were quicker",* this observation was characterised as *"being picky"* (H54). Whilst experiences varied slightly between participants, the data indicate that support structures were widely perceived as a strength of the platform, contributing positively to user experience, problem resolution, and ongoing system adoption.

Theme 6: Suggested improvements and future optimisation

While participants generally described positive experiences of the LMS, many identified areas where the system could be further refined to enhance usability, functionality, and organisational value. These suggestions were typically framed constructively, reflecting opportunities for refinement rather than expressing dissatisfaction. Proposed improvements centred on navigation, automation, accessibility, reporting capabilities, and system integration.

Navigation and content visibility

Several participants highlighted opportunities to improve how users locate and explore content within the platform. Although the LMS was recognised as containing extensive resources, some stakeholders described challenges associated with discovering materials or accessing certain features efficiently. For example, one participant expressed a preference for more direct access to networks from the dashboard, suggesting that these functions currently feel *"tucked away"* rather than integrated into the *"main offer"* (H34).

Participants also emphasised the value of more intuitive browsing mechanisms. One user noted that *"people might just want to go in and browse"* but *"I'm not sure how easy it is to do that"* (H16), indicating a perceived need for clearer or more structured content organisation. Suggested refinements included introducing *"an alphabetical list of what's available"* (H16) and improving menu clarity so that it is *"quite obvious what it is that are under those different headings"* (H4).

Usability and accessibility

Participants frequently described opportunities to improve overall system usability and accessibility. Reflections centred on reducing cognitive effort required to navigate the interface, with one participant observing that the platform "just needs to be more user friendly" and less reliant on users *"hovering over everything"* to interpret functions (H4).

Accessibility considerations also extended to device compatibility. Stakeholders suggested that future iterations should focus on making the system *"more accessible and easier to use,"* particularly in relation to phone or mobile access (H12). Registration and sign-up processes were similarly identified as areas for refinement, with participants recommending

that enrolment procedures be made *"easier for the students"* and *"clearer for them"* (H50).

Automation and workflow optimisation

Automation emerged as one of the clearest areas where participants felt that the platform could be improved. Participants described several processes that could be streamlined particularly around registration, certification, and other administrative workflows. One participant stated that *"automated registration would be fantastic from our perspective"* (H26), while others highlighted the values of automatically generated certificates for course completion or attendance (H12; H30).

Participants also described how automation could reduce manual administrative burden. For example, one stakeholder suggested that completed assessments should trigger automatic certification, allowing learners to *"just automatically get a certificate"* (H30). Similarly, participants expressed interest in certificates of attendance for events (H26), reflecting a desire to better align platform outputs more closely with professional development requirements.

Reporting and analytics

Whilst dashboards and reporting tools were widely valued, participants identified opportunities to extend reporting flexibility and analytic depth.

Stakeholders emphasised the importance of moving beyond "*figures on a page"* toward more detailed trend analyses and workforce insights (H10). Participants suggested that expanded reporting functions could better support planning and evaluation activities, including understanding variations in engagement across professional groups (H10).

These reflections suggest that reporting enhancements were viewed as extensions of existing strengths rather than corrections of deficiencies.

System integration

Participants identified opportunities to strengthen integration between the LMS and other organisational systems. Suggestions included improving alignment with personal development planning processes, enabling learners to upload completed courses directly to professional records or PDP structures (H10).

External system dependencies were similarly discussed, particularly regarding payment gateways and third-party platforms. Participants described challenges where purchase systems *"don't quite work for us"* (H11), indicating potential benefits of improved interoperability between registration, payment, and course management workflows.

Language-related system functionality also emerged as an improvement area. One participant noted that Welsh translation currently requires manual entry and suggested that automatic translation functions would reduce duplication and administrative effort (H9).

Platform functionality and content management

Several participants proposed refinements to platform functionality supporting content creation and management. For example, stakeholders recommended extending character limits within headings (H12), introducing push notifications to alert users to newly available courses (H16), and implementing clearer review or expiry mechanisms for outdated materials, such as automated *"red flags"* for content requiring review (H16).

Participants also reflected on technical authoring capabilities, including the ability to build SCORM files within the platform itself rather than relying on external tools or specialist support (H54). These suggestions were typically framed as mechanisms for improving efficiency and reducing reliance on limited digital resources.

Collectively, these suggestions reflected a forward-looking orientation toward platform optimisation rather than criticism. Recommended improvements primarily concerned navigation clarity, automation of administrative processes, enhanced accessibility, expanded reporting functions, and strengthened system integration. Importantly, these proposals co-existed with positive evaluations of the platform, suggesting that participants viewed system refinement as a natural progression of adoption rather than a response to failure.

Figure 3.2. YTD thematic map.

Summary of qualitative analysis

This evaluation explored stakeholder experiences of the Learning Management System (LMS), with findings across themes indicating that participants largely perceived the platform as a valuable and functional resource, while also citing expected challenges associated with navigation, reporting functions, system familiarisation, and organisational adoption.

Participants reported a mix of positive and challenging experiences, reflecting a natural period of getting used to the system over time. While experiences varied between participants, no evidence emerged to suggest systemic failure or widespread rejection of the platform. Most frustrations were linked to clarity, layout, or simply becoming familiar with how the system works, rather than problems with the technology itself. This pattern is in line with well known models of how people adopt new systems, which highlight that engagement is shaped by how useful and how easy to use a system feels (Davis, 1989; Juhary, 2014).

The findings also reflect well-recognised patterns within digital implementation and change processes. Normalization Process Theory proposes that new technologies are embedded into routine practice through gradual sense-making, adaptation, and negotiation within existing workflows (May and Finch, 2009). Participants' reflections closely align with this perspective, with many describing an initial learning curve followed by increased confidence, improved navigation, and greater recognition of system value as familiarity developed. Throughout the themes, stakeholders highlighted benefits such as accessibility, flexibility and having learning resources in one place, while also noting issues around navigation, terminology, and reporting. These types of experiences are common when introducing any new digital system, where usability is shaped not only by the technology itself but also by users' expectations and existing ways of working (Norman, 2013).

In summary, the findings indicate that the LMS is widely regarded as a valuable organisational resource that supports learning, knowledge access, and professional development across the organisation. Reported challenges largely constitute manageable optimisation opportunities rather than systemic weaknesses, suggesting that continued refinement, user support, and targeted communication will further enhance system value and user experience over time.

3.2 Quantitative findings

This section presents the quantitative results from the survey and programme level evaluation data. It includes respondent demographics, awareness and usage patterns, user experience ratings, open-ended survey insights, and detailed feedback across eight major programmes. Charts illustrate response distributions, while short explanatory summaries provide interpretation to support clarity and readability. A total of 88 staff provided feedback through the survey.

3.2.1 Quantitative findings through survey

3.2.1.1 Professional roles (clinical, admin, educator, managerial).

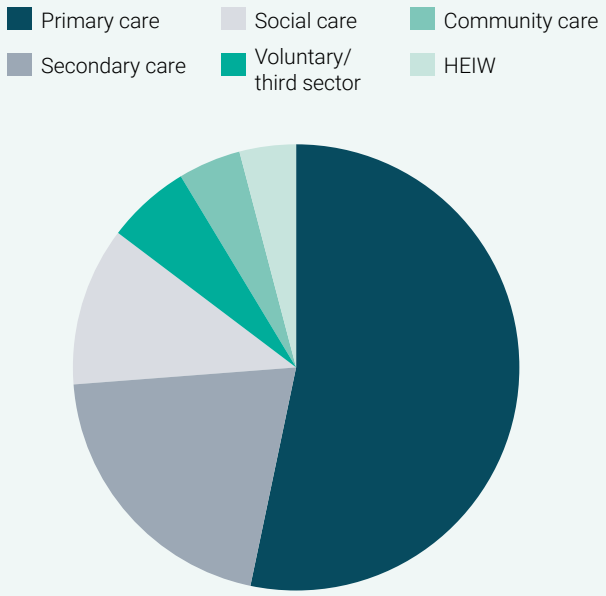
Roles represented include clinical staff, administrative workers, educators, managers and specialised support roles. This breadth of roles ensures that the findings reflect a wide cross section of staff who use or interact with the LMS.

Figure 3.3. Professional Roles of Survey Participants.

3.2.1.2 Respondent Demographics

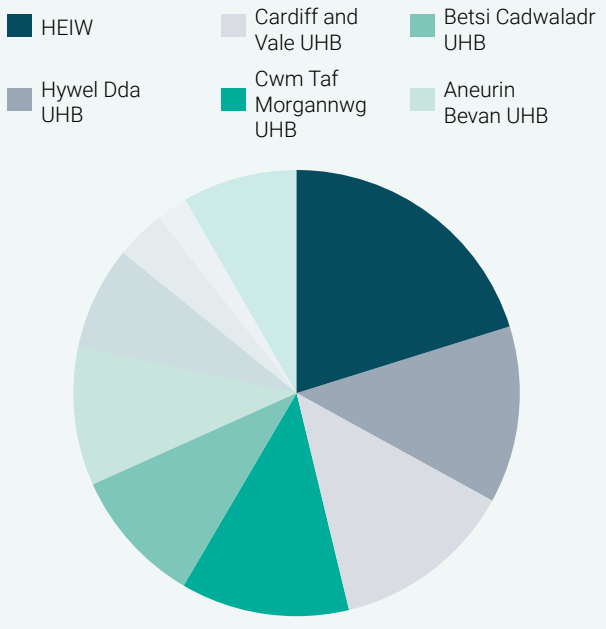
This chart shows that respondents were drawn from a range of care settings, including primary care, secondary care, community services, social care and the voluntary sector. The diverse spread demonstrates that feedback reflects the experiences of professionals working across the full Welsh health and care system.

Figure 3.4. Care Setting of Respondents.



3.2.1.3 Respondents by Health Board or Organisation

Figure 3.5. Respondents by Health Board or Organisation.

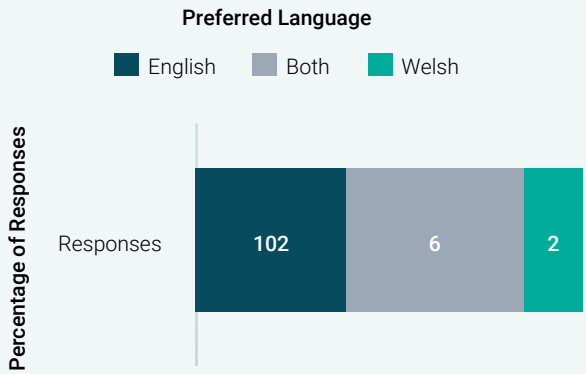


Responses were received from multiple Health Boards and national organisations (Figure 3.5). This indicates wide organisational representation, supporting the generalisability of the findings across NHS Wales.

Preferred language

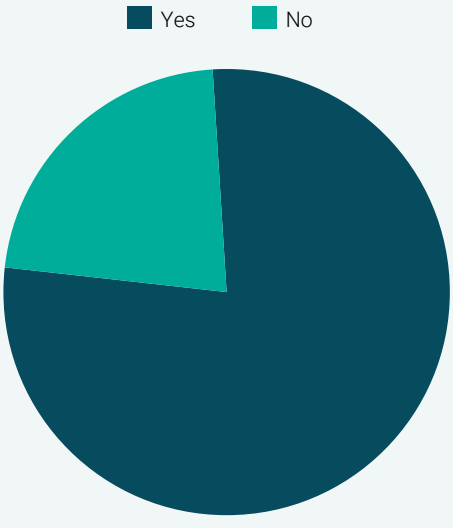
The survey results show that most respondents use the LMS in English (102 people), with a small number using both Welsh and English (6 people) and very few preferring Welsh only (2 people). Although the proportion of Welsh first users is low, this still highlights the importance of maintaining strong bilingual provision so that all learners across NHS Wales can access content in the language they are most comfortable with.

Figure 3.6. Preferred language of survey respondents.



3.2.1.4 LMS Awareness and Usage

Figure 3.7. Current Use of the LMS amongst survey respondents.

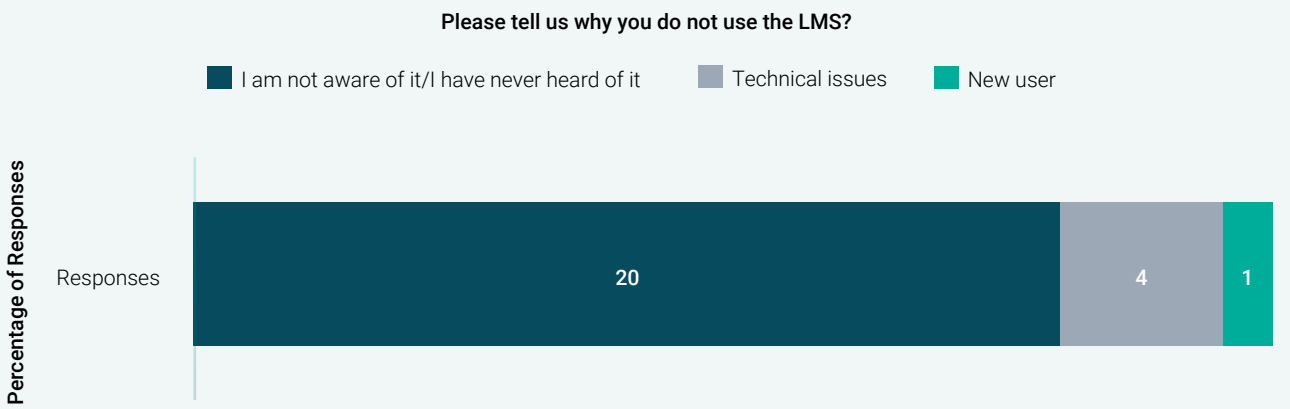


The majority of respondents reported using the LMS, with a smaller number indicating they had not accessed it.

Non-user responses

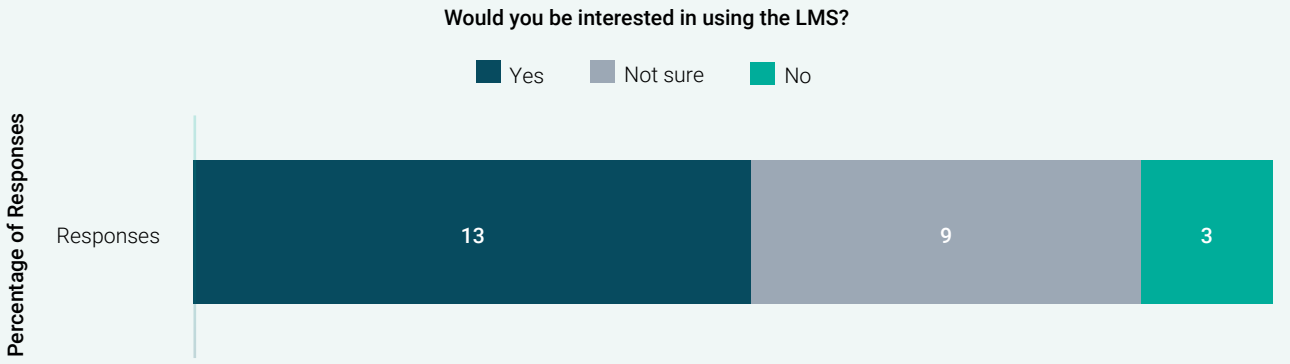
Amongst non-users the most common answer given for not using the system was 'I am not aware of it' (n = 20), followed by 'technical issues' (n = 4) and 'new user' (n = 1). When given the opportunity to share more about their reasons for not using the platform, common reasons included lack of awareness, unclear routes, or limited perceived need. Where present, targeted communication and clearer onboarding are likely to help.

Figure 3.8. Reasons given by non-users for not using the LMS.



Among non users, the majority expressed interest in future use, which suggests potential for increased adoption with improved onboarding.

Figure 3.9. Interest in Using the LMS Amongst Non-users.



3.2.3 User experience and perceptions

Responses covered navigation, registration, system reliability, learning effectiveness, and event booking.

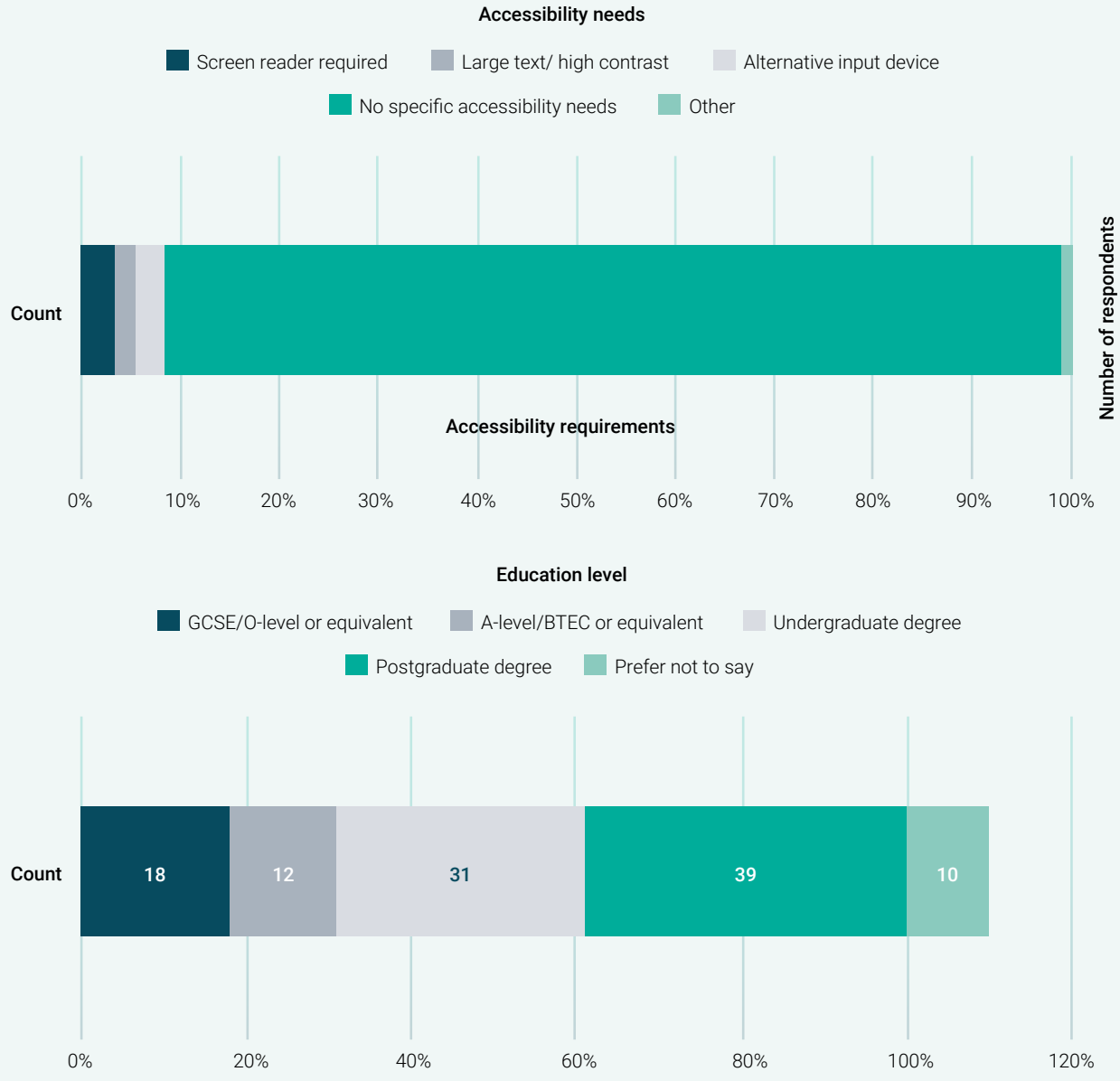
Accessibility requirements

Only a small proportion of respondents reported specific accessibility requirements, including screen reader use, alternative input devices and high contrast or large text settings. The majority reported no accessibility needs, though maintaining strong accessibility standards remains important to ensure that Y Tŷ Dysgu is usable for all learners, including those relying on assistive technologies. Respondents also represented a wide range of educational backgrounds. Most held

postgraduate or undergraduate degrees, while smaller groups reported GCSE/O level or A level/BTEC qualifications, and some preferred not to state their education level.

This diversity highlights the importance of providing learning materials that remain clear, inclusive and accessible to users with varying academic experience.

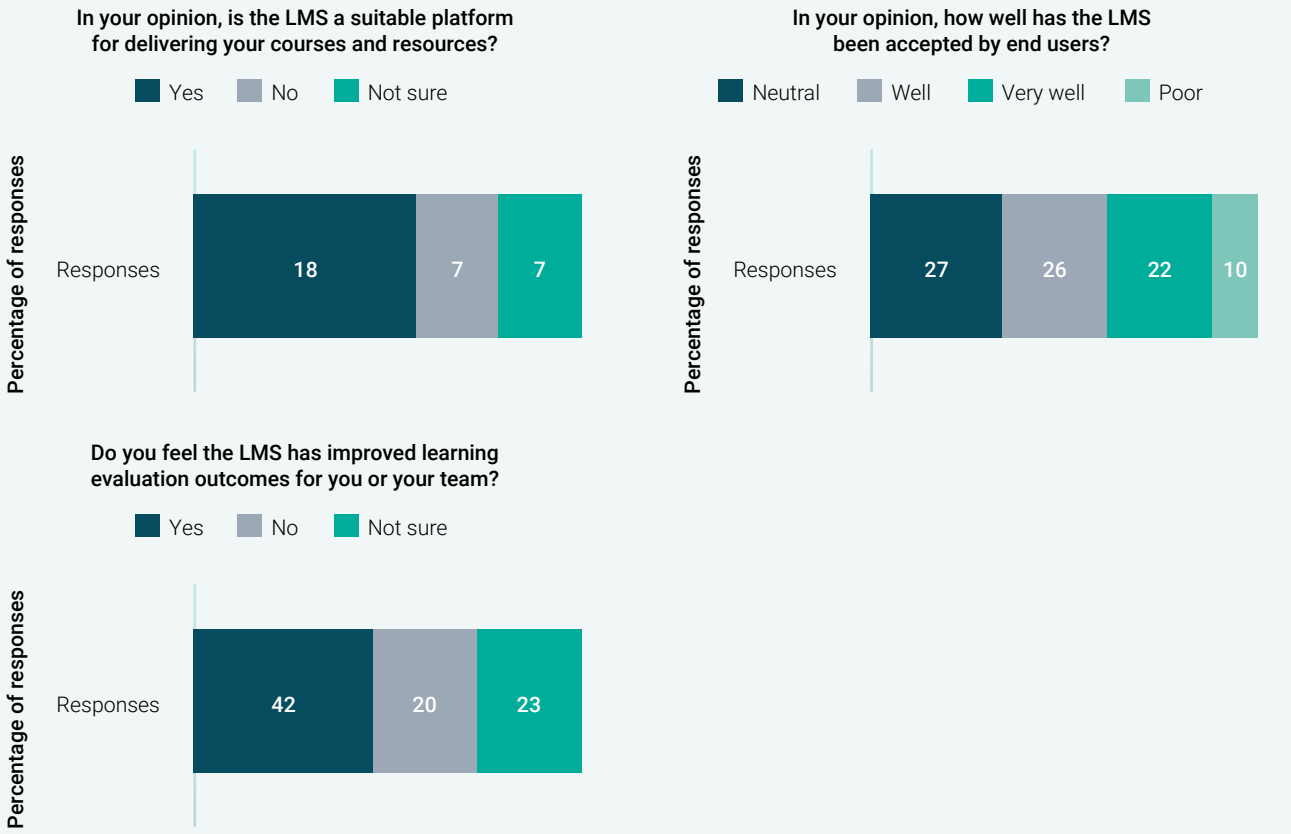
Figure 3.10. Graphs showing responses to Accessibility Needs and Education backgrounds.



Overall user experience

Overall, the user experience was perceived as positive, with the majority of survey respondents indicating that they believe that the LMS is a suitable platform for delivering their courses and resources (56.3%). Additionally, 56.5% of users indicated that they thought the platform has been well accepted by end users, and 49.4% agreed that the platform has improved learning evaluation outcomes for their team (27% unsure, 23.5% disagreed) (Figure 3.11).

Figure 3.11. Graphs showing responses to overall suitability, acceptance of the platform and its impact on learning outcomes.

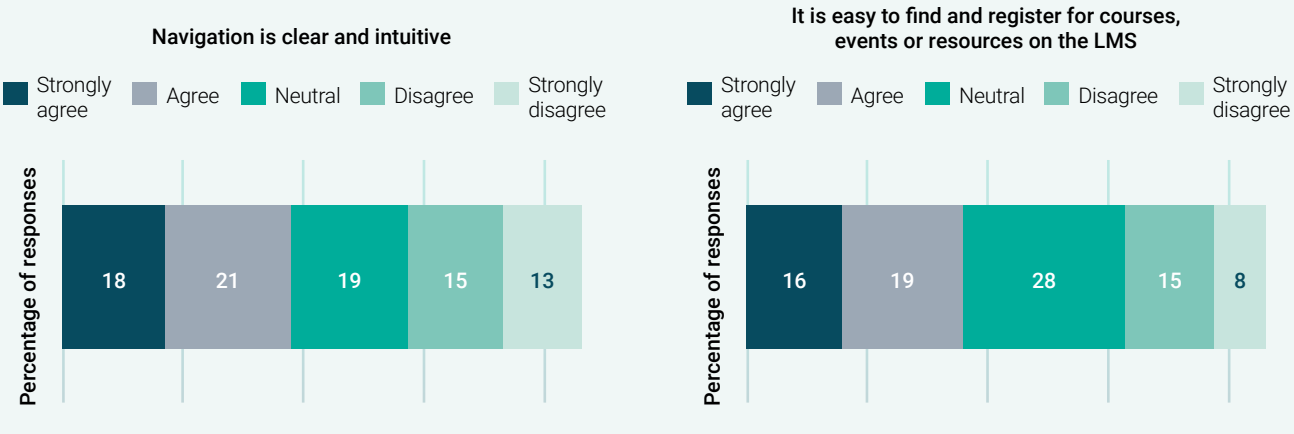


Navigation

Experiences with navigation varied, with 45.3% of respondent agreeing or strongly agreeing that navigation is clear and intuitive. When given the opportunity to provide additional feedback, several users' reporting difficulty locating content, reflecting the qualitative findings around early-stage usability. Additionally, 40.6% of respondents either agreed or strongly agreed that it is easy to find and register for courses, events or resources on the LMS, suggesting that many users remain uncertain or experience difficulties when doing so (Figure 3.12).

Some of the open ended feedback indicated that improving the search function, particularly by increasing keyword tolerance and enhancing filtering options, would help users navigate the platform more effectively.

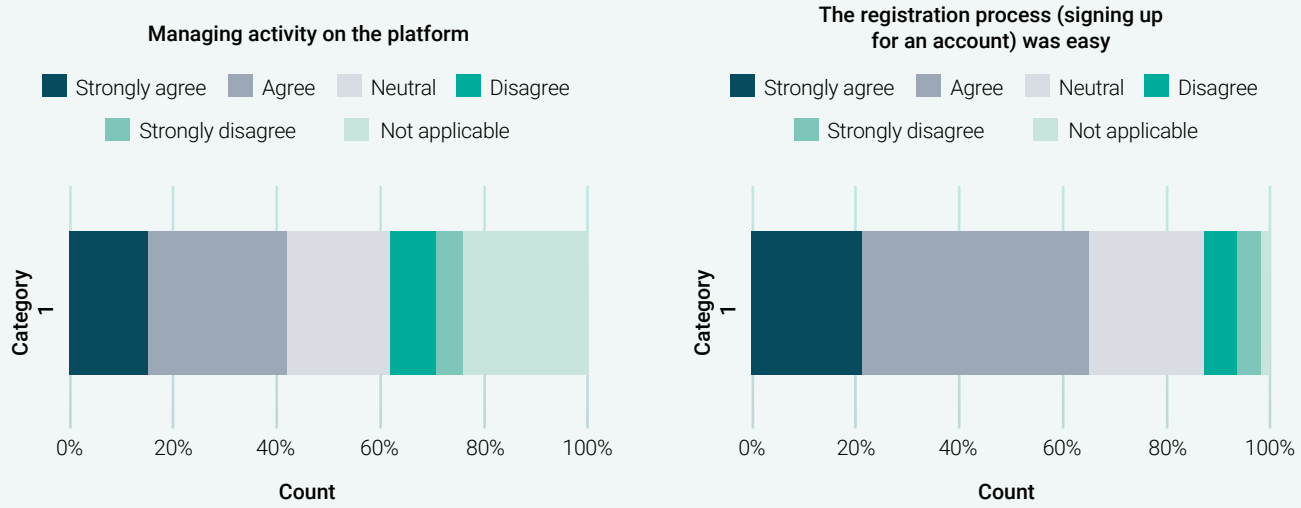
Figure 3.12. Responses when asked if navigation is clear and intuitive, and if it is easy to find and register for courses, events or resources on the LMS (n = 86).



Sign in / Registration and managing activities

Most respondents (65.4%) either agreed or strongly agreed that the registration process was easy, although a small number still indicated challenges during initial account setup and role selection. Feedback towards managing of activities (e.g. user support, creating events, publishing content) was also positive, with the majority of respondents (54%) who were applicable either agreeing or strongly agreeing that this was easy in their admin role. Additional open-ended feedback indicated that while event booking on the platform was generally straightforward, cancellations and capacity updates were highlighted as areas requiring further refinement. Feedback also indicated that exported reporting data is often not immediately usable and typically requires significant reformatting.

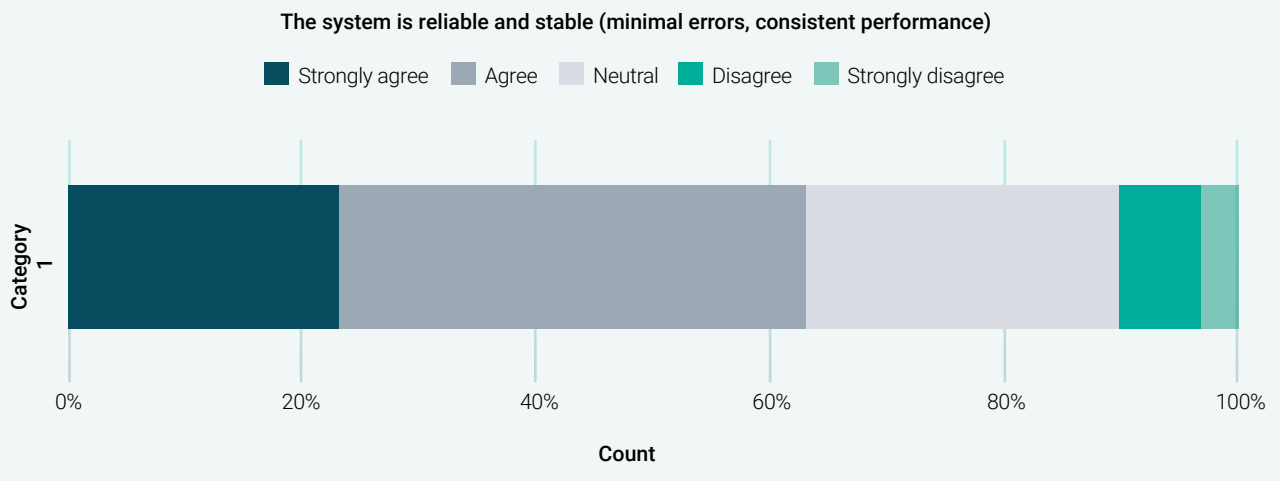
Figure 3.13. Responses when asked if the registration process was easy, and if managing activities on the platform is easy for those in an admin role (n = 84).



System reliability

The majority of respondents were satisfied with system reliability and stability, with 63% either agreeing or strongly agreeing that the system is reliable and stable, and only 9.5% either disagreeing or strongly disagreeing with this statement. Open-ended responses included occasional reports of slowness or page loading issues.

Figure 3.14. Survey responses when asked if the system is reliable and stable (n = 84).



3.2.4 Open-Ended feedback

Suggestions for improving the LMS

The word cloud highlights several opportunities to further enhance the LMS experience. Respondents expressed a clear interest in improvements that would make navigation, search functionality and course access more streamlined and intuitive. Many emphasised the benefits of clearer pathways, fewer menu layers and more consistent categorisation to support quicker discovery of relevant learning resources. Users also noted that simplifying the home page and strengthening the bilingual journey would help create a smoother and more inclusive experience for all learners.

Administrative users identified additional opportunities to refine course creation processes, enhance reporting capabilities and improve the organisation of learning resources. Strengthening search functionality and providing more personalised access to professional network areas were also viewed as valuable enhancements that would better support day to day use of the system.

These themes were reinforced through open text comments, which provided specific examples of how these issues affect day to day use of the LMS. Representative comments include:

"The ability to search for a person by their (discipline's) registration number."

"Consider adding a search bar to the Courses section on the main dashboard."

"Allow people to see what's on without signing in."

"Access to more in-depth reporting on course completions, more flexibility with the creation of playlists and courses e.g. layout and adding media."

"As an admin / content creator, I think there should be user-guides or standardisation to ensure a coherent and consistent approach across all our resources."

Figure 3.15. Suggestions for Improving the LMS.

Expectations of the LMS

The word cloud indicates that users have clear expectations for a modern, user friendly and accessible LMS. Respondents commonly highlighted the need for a platform that supports easy navigation, structured professional development and flexible access to learning at a time, place and pace that suits their working schedules. Many users also expect the LMS to act as a centralised learning hub for Wales, providing high quality, relevant and regularly updated content that supports both personal development and professional requirements.

In addition, users emphasised the importance of intuitive functionality, reliable certification processes and features that reduce administrative workload. There is a strong expectation that the LMS will help streamline learning pathways, improve access to CPD and offer an efficient, well organised experience for both learners and administrators.

Representative comments include:

"It should provide just in time training as well as structured professional development, enabling me to learn at a time, place and pace that suits my needs and working schedule."

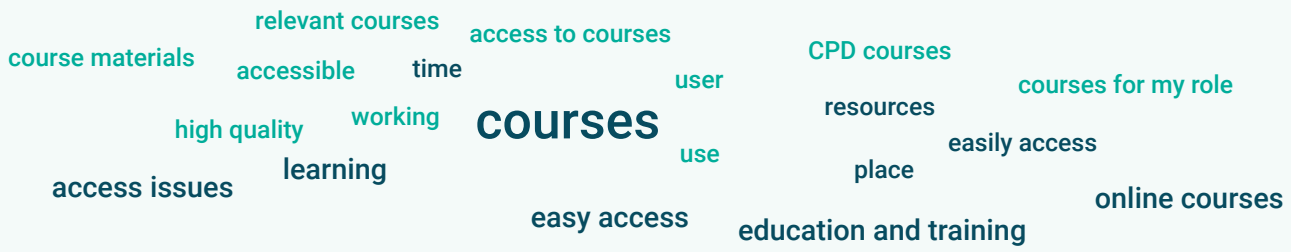
"A whole Wales hub for learning and education similar in a way that e-learning for health is."

"Easy to use, user-intuitive, modern and fit-for-future use."

"To provide relevant & necessary training for my role."

"Will provide a clear, easy to use and navigate destination for online educational resources."

Figure 3.16. Expectations of the LMS.



Barriers encountered

The word cloud illustrates several commonly reported barriers that affect how users engage with the LMS. Navigation challenges were among the most frequently mentioned, with some users finding it difficult to locate courses, evaluations or certificates due to layered menus and unclear layouts. Users also highlighted instances of login confusion, limited search functionality and inconsistencies in how resources are categorised. Administrative respondents identified barriers within reporting, course creation and publishing processes, while others noted that notification emails sometimes lack the information needed to prepare for sessions.

Representative comments include:

"delay in registering/accessing the platform"

"As previously commented re login and confusion with 'doctor Vs resident doctor' option and also location option"

"Difficult to navigate system"

"Our users find it difficult to locate their resources due to the role/profession set up and lack of search bar in the main dashboard sections."

"The emails/notifications are really poor. They do not state the time of the course, the duration or if it is in person or online."

Figure 3.17. Barriers Encountered.

Aspects that worked well and most useful LMS features

The word cloud highlights a range of positive experiences with the LMS. Respondents noted that having centralised access to courses, certificates and CPD resources made it easier to manage their learning and professional development.

Many users found booking and managing courses straightforward and valued the flexibility of completing online learning at a time that suited their schedules. Features such as certificate storage, reminders, network pages and integrated tools like Panopto were also viewed as helpful in supporting an efficient learning experience.

Representative comments include:

"Easy to use interface"

"One place to access and lots of resources available. I also think the networks have a great ability if utilised well"

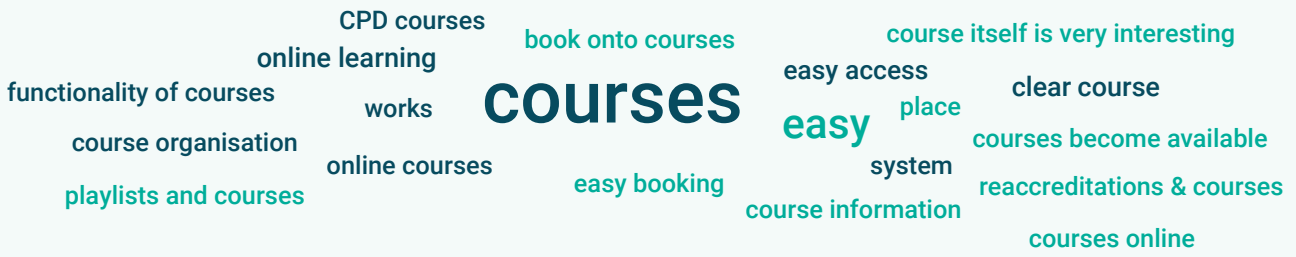
"I do think it is an intuitive and user friendly platform."

"All courses are in the same place"

"Easy to book and get certificates"

"Having everything in one place, e.g. course information, delegate lists, lecturer info, certificates and evaluations."

Figure 3.18. What Worked Well.



Impact on learning experience

The word cloud shows that users experienced increased access to learning, greater flexibility and improved visibility of training opportunities. Many respondents valued the ability to complete online learning at their own pace and appreciated having centralised course information in one place. Several also noted that the platform increased awareness of available education and supported ongoing professional development through convenient access to CPD resources.

Representative comments include:

"Multiple learning resources in one accessible place"

"Loads of great courses which has improved my clinical skills"

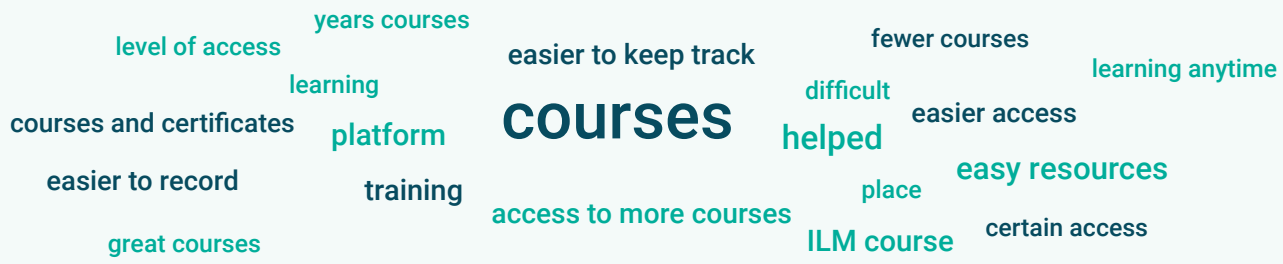
"Makes it very easy and convenient for me to carry out my CPD"

"More choice of course in one place"

"Enables me to access a multitude of learning on one platform."

"Improved ability to undertake online training at own pace and offer a wider variety of learning"

Figure 3.19. Impact on Learning Experience.



3.2.5 Analysis of Dashboard derived Quantitative feedback across priority programmes

Dashboard evaluation data were analysed for eight major programme groups that represent some of the largest and most active cohorts on the learning platform. Across these programmes, a total of 2,263 learner evaluation responses were captured, providing a robust dataset on learning quality, delivery experience, knowledge gain and perceived impact on practice.

Overall quality and delivery quality

Learner ratings for overall quality were consistently high across the eight programmes, with several exceeding a mean score of 9 out of 10. Delivery quality followed a similar pattern, indicating strong confidence in the teaching methods, structure and facilitation of learning across different specialties. Programmes such as Dental CPR/AED, Acute Care and Obstetrics & Gynaecology demonstrated particularly strong learner satisfaction.

These findings suggest that learners perceive the content as well designed, engaging and relevant to their professional needs. High delivery quality ratings also indicate that the mode of delivery whether face to face, blended or online aligns well with learner expectations and programme requirements.

Table 3.1. Key Programme Performance in terms of quality and knowledge gain. Knowledge gain calculated by subtracting the mean score given for overall knowledge on the topic before completing the learning from the mean score given for overall knowledge on the topic having completed the learning.

Programme	Responses (n)	Overall Quality (1 – 10)	Delivery Quality (1-10)	Knowledge Gain
Psychiatric	16	8.4 ± 0.9	8.6 ± 1.1	N/A
Pharmacy	339	8.0 ± 1.8	8.9 ± 1.2	2.33
Acute Care Common Stem	103	8.8 ± 1.0	8.8 ± 1.1	N/A
Emergency Medicine	145	8.8 ± 1.3	8.9 ± 1.2	2.17
Dental CPR/AED	593	9.3 ± 1.2	9.4 ± 1.1	1.14
Genomics	941	7.5 ± 2.4	7.4 ± 2.4t	2.22
Intensive Care Medicine	45	8.6 ± 1.1	8.5 ± 1.2	2.0
Obstetrics & Gynaecology	81	9.1 ± 1.0	9.2 ± 0.9	2.65

The dashboard derived data show that learning delivered through the platform is well received, effectively delivered and relevant to learners' roles. Most programmes demonstrate strong knowledge development and practical impact, confirming that the platform supports meaningful professional learning. Delivery models are being selected appropriately, ensuring that theoretical content and practical skills are taught in ways that best support learner needs.

Table 3.2. Key Programme Performance in terms of Perceived Impact – Percentage of respondents that answered 'Moderate' or 'Significant' when asked 'What extent will this learning impact upon your practice', and the percentage of learning that was delivered online for each programme group.

Programme	Impact (Mod + Sig)	Online Delivery %
Psychiatric	88.9%	100%
Pharmacy	85.2%	99.4%
Acute Care Common Stem	96.9%	0%
Emergency Medicine	93.8%	31%
Dental CPR/AED	96.1%	N/A
Genomics	50.3%	98.5%
Intensive Care Medicine	90.5%	90%
Obstetrics & Gynaecology	N/A	71.4%

Knowledge gain

Knowledge gain scores varied across programmes, with particularly strong results in Pharmacy, Emergency Medicine, Genomics, Intensive Care Medicine and Obstetrics & Gynaecology. These scores indicate that learners felt the training provided meaningful knowledge development and equipped them with information that enhanced their confidence and capability at work.

Lower knowledge gain scores in some programmes reflect their purpose—particularly where learning is reinforcement based or focused on practical, experiential skills that are demonstrated outside the digital evaluation environment.

Impact on practice

A high proportion of learners reported a **moderate to significant impact** of training on their practice.

This was especially notable in programmes where learning is closely tied to clinical decision making or practical skill based work, such as:

- Acute Care
- Dental CPR/AED
- Emergency Medicine
- Pharmacy

These findings confirm that learning experiences delivered through the LMS are translating into real world improvements in professional competence and service delivery.

Delivery mode patterns

Clear patterns were observed in how programmes selected their delivery modes:

- **Theory based and governance focused programmes** (e.g., Psychiatry, Genomics, Pharmacy) were delivered almost entirely online.
- **Skills based programmes** (e.g., Acute Care, Emergency Medicine) relied heavily on face to face sessions.
- **Mixed method programmes** showed blended delivery models, with online components supporting pre learning before in person sessions.

These delivery patterns align with educational best practice and demonstrate that programme teams are selecting modes that match the nature of the learning content.

Programme specific observations

Across the eight programmes:

- **Overall quality ranged from 7.48 to 9.35,** showing consistently positive learner experiences.
- **Delivery quality ranged from 7.38 to 9.40,** reinforcing confidence in teaching methods.
- **Knowledge gain** was strongest in clinical or specialised programmes where significant new content was introduced.
- **Impact scores** were high across the majority of programmes, confirming that learning is relevant, applied and valuable.

These findings confirm that learning experiences delivered through the LMS are translating into real world improvements in professional competence and service delivery.

4. Usability analysis

Usability reflects how effectively users can navigate Y Tŷ Dysgu, locate learning materials, complete tasks and manage administrative workflows. Drawing on user interviews, survey responses and system interaction patterns, this section summarises how learners, educators and administrative staff experience the platform.

4.1 Overall user experience

Users described the platform as clear, modern and professionally presented. Compared with previously used systems across NHS Wales, Y Tŷ Dysgu offered more consistency and structure. Learners found the interface visually appealing, and many reported developing confidence through repeated use.

However, first time or infrequent users often experienced uncertainty when navigating the platform. Early use was influenced by factors such as understanding the layout of hubs, distinguishing between courses and events, and recognising how pathways were structured. Familiarity played a significant role in determining ease of use.

4.2 Navigation and information architecture

Navigation was one of the most frequently discussed usability issues.

Common challenges included:

- Difficulty distinguishing between **Courses, Events, Programmes, Networks and Resources.**
- Inconsistent structural layouts between programme hubs.
- Challenges locating learning pathways or embedded materials.
- Limited clarity around progression steps when navigating longer learning programmes.

Users described needing several clicks to reach content and reported occasional confusion due to variations in naming conventions or layout between different programme areas.

Despite these challenges, regular users and programme teams noted that navigation improved with familiarity, and that a more standardised hub structure would further support ease of use.

4.3 Search, filters and discoverability

Users described the search function as functional yet limited. Searches often required exact keywords, and users expected broader matching that would accommodate variations in spelling or terminology. In several cases, users entered search terms that did not return the anticipated content.

Key improvement needs included:

- A more flexible search algorithm.
- Clearer topic, profession and delivery mode filters.
- Consistent tagging and categorisation across hubs.
- More structured content groupings for high volume areas.

Improving discoverability was recognised as essential to support learner independence and reduce support queries.

4.4 Registration and account usability

Registration processes were straightforward for users already familiar with the system. However, several pain points affected first time users:

- Difficulty selecting the correct role (e.g., student, staff, external user).
- Incorrect role selections leading to restricted access.
- Duplicate accounts created by users unaware that an account already existed.
- Uncertainty over which sign in route to use where multiple options were presented.

These issues increased the need for administrative support and sometimes delayed user onboarding.

4.5 Event booking and attendance workflow

Learners generally found event booking simple. They appreciated:

- Clear display of dates, times and venues.
- Straightforward booking and cancellation functions.
- Calendar integration, allowing direct addition to Outlook.

Administrative staff, however, identified several workflow inconsistencies:

- Capacity not updating correctly after cancellations.
- Manual intervention required for waiting list management.
- Occasional double bookings.
- Discrepancies between attendance lists and actual attendance.

Ensuring the reliability of these workflows is essential for efficient programme delivery.

4.6 Content authoring and editing

Educators and authors described the content authoring environment as manageable for basic tasks, supported by templates and structured layout options. However, several issues affected more complex creation tasks:

- Manual duplication required for bilingual content.
- Risk of accidentally overwriting Welsh or English versions.
- Difficulty maintaining parity between both languages.
- Navigating multiple sections when editing pathways or programmes.

These challenges increased the time required to create and update content, particularly in programme areas with high volumes of bilingual material.

4.7 Reporting, evaluation and data usability

Reporting tools were valued, but their usability varied.

Users highlighted:

- Evaluation exports requiring manual cleaning.
- Inconsistent formatting and broken layouts in exported files.
- Difficulty locating dashboards without guidance.
- Lack of trend based insights or retrospective views.

Improving report structure, consistency and visibility would support more effective governance, assurance and data informed planning.

4.8 Help, support and onboarding

The digital support team received consistently positive feedback. Users described the team as approachable, responsive and solution focused. Many noted that support staff reduced anxiety when using unfamiliar features and were essential in helping teams adopt the system.

However, in platform help resources were difficult to locate and did not always cover common tasks. Users requested:

- A clearly visible **Help / Support** button.
- Embedded short guides for high frequency actions.
- Simple orientation materials for first time users.
- Quick troubleshooting prompts.

Improving support visibility would reduce reliance on the digital team and help users solve issues independently.

4.9 Accessibility and inclusivity

Users felt the system generally aligned with accessibility and bilingual expectations. Suggestions for further enhancement included:

- Clearer visual indicators for required or incomplete tasks.
- More consistent layout across hubs.
- Improved compatibility for mobile or small screen devices.
- Options for adjusting text size or density.
- More intuitive pathway structures for multi stage programmes.

These improvements would strengthen accessibility for users with a range of needs and preferences.

4.10 Overall assessment of usability

Overall, Y Tŷ Dysgu offers a coherent and modern user experience, with strong visual design, a national structure and reliable basic functions. However, several targeted areas require improvement to support smoother user journeys, reduce administrative burden and enhance confidence across all user groups. These include:

- Navigation clarity and consistency.
- Search flexibility and content discoverability.
- Registration accuracy and duplicate account prevention.
- Reliable event workflow behaviour.
- Streamlined bilingual authoring processes.
- Accessible, structured reporting and evaluation data.
- Clearer onboarding and support resources.

Addressing these areas will enhance the platform's usability and ensure a more efficient and positive experience for learners, educators and programme teams.

5. Impact on delivery and practice

This section outlines how Y Tŷ Dysgu influences programme delivery, administrative work, event management, content creation, reporting and overall learner experience across NHS Wales. The evaluation shows that the platform has strengthened national consistency and improved access to learning, while also highlighting operational areas where refinements would further enhance delivery and efficiency.

5.1 Impact on programme delivery

Y Tŷ Dysgu provides a structured and unified platform for hosting learning pathways, programme hubs, resources and events. Programme leads reported improved consistency in presentation, clearer branding of learning areas and greater national visibility of available materials.

The system supports blended learning by enabling programmes to deliver virtual, in person and digital components from a single point of access. This has enhanced the clarity of learning pathways for users and strengthened governance through better version control.

However, the effectiveness of delivery is influenced by learners' ability to navigate hubs and locate materials. In programmes with complex pathways or larger volumes of content, early navigation difficulties sometimes affected learner progression and increased requests for support.

5.2 Impact on administrative workflows

Administrative staff described significant benefits from having a centralised system compared with previous manual or multi system arrangements. Tasks such as attendance recording, event setup, and tracking course progression have become more structured and organised.

Despite these improvements, a number of operational challenges continue to increase administrative effort, including:

- Correcting duplicate accounts
- Adjusting access due to incorrect role selection
- Managing waiting lists manually
- Cleaning exported evaluation data
- Reconciling attendance discrepancies
- Supporting learners who struggle to locate content

These issues place pressure on time limited administrative capacity. Addressing workflow gaps would free staff to focus on learner support, programme development and quality improvement activities.

5.3 Impact on event delivery

Event delivery is central to areas such as simulation, dental CPD, safeguarding, clinical skills and multi professional teaching. Y Tŷ Dysgu has strengthened the promotion and management of events by providing consistent booking processes, clear visibility of available sessions and improved communication with learners.

Programme teams reported benefits including:

- Easier promotion of national and regional events
- Better tracking of learner interest and booking patterns
- Centralised documentation and joining instructions
- Enhanced reach across Wales, enabling broader participation

However, issues with cancellations, capacity updates and inconsistent waiting list behaviour affected the predictability and reliability of event workflows.

These issues created manual follow up work and made planning more challenging for programme teams. Improving workflow stability would support more efficient and confident event delivery.

5.4 Impact on content creation and learning material management

The platform provides a centralised space to develop, organise and maintain learning materials, supporting consistent quality across programmes. Authors valued the structure and ability to gather all components of a learning pathway in one place.

However, content creation—particularly bilingual authoring—has a notable impact on workload. Challenges included:

- Manual duplication of materials in Welsh and English
- Difficulty maintaining alignment between both language versions
- Risk of overwriting one language when updating content
- Time consuming processes for updating or refining pathways

These issues increase the effort required to support high quality, bilingual learning content. Enhanced authoring features and workflow improvements would significantly strengthen productivity.

5.5 Impact on reporting and assurance

Reporting is essential for governance, compliance and planning. Y Tŷ Dysgu improved access to data by centralising evaluation responses, attendance figures and learner engagement metrics.

Programme teams reported that:

- The system offers reliable data sources for tracking activity
- Dashboards support oversight of learner progression
- Evaluation results are accessible and comparable
- The platform helps identify participation and completion patterns

However, exported reports frequently required manual cleaning or reformatting before they could be used effectively. Users sometimes struggled to find dashboards or interpret data without guidance. Improvements to reporting structure and visibility would strengthen assurance processes and support data informed decision making.

5.6 Impact on learner experience

Learners reported that Y Tŷ Dysgu improved the clarity and visibility of available learning. The centralised environment helped learners:

- Locate courses, resources and events in one place
- Track certificates and CPD more easily
- Access learning flexibly in both Welsh and English
- Engage with pathway based learning structures

The professional interface and consistent presentation increased learner confidence in the platform.

However, navigation challenges affected some users' ability to progress independently. When learners struggled to locate materials or understand platform structure, they required additional support from programme teams, reducing efficiency and affecting learning continuity. Strengthening early navigation pathways and search functions would significantly enhance learner experience.

5.7 Impact on multi-professional learning and collaboration

Y Tŷ Dysgu has strong potential to support multi professional learning due to its national scope and centralised structure. Programme leads noted that the platform has already increased visibility of cross professional opportunities and created shared spaces for training across different clinical groups.

However, restrictive audience settings sometimes unintentionally limited access to suitable courses. Improving transparency and consistency in audience permissions would enhance cross professional collaboration and support wider access to shared learning opportunities across NHS Wales.

5.8 Summary of overall impact

Y Tŷ Dysgu has delivered significant improvements in national consistency, access to learning and resource organisation. The platform has strengthened presentation, governance, blended learning delivery and programme visibility across NHS Wales.

Key opportunities remain in the areas of navigation, event workflow reliability, bilingual authoring processes and reporting clarity. Addressing these areas will:

- Reduce administrative burden
- Improve programme efficiency
- Strengthen event delivery
- Support data driven decision making
- Enhance learner confidence and progression
- Enable more consistent multi professional learning

Overall, the platform has had a positive and meaningful impact on learning delivery and operational practice across NHS Wales, with clear scope for further refinement to maximise its effectiveness.

6. Discussion

The introduction of Y Tŷ Dysgu has driven a significant shift in how learning is delivered, accessed and managed across NHS Wales. The findings across qualitative, quantitative and dashboard derived data demonstrate clear benefits as well as areas where optimisation would enhance the platform's value. The discussion below summarises the broader meaning of the findings and contextualises them within the ongoing development of a maturing national digital learning system.

6.1 Platform potential vs platform experience

A central observation across the evaluation is the distinction between what the platform is capable of and what users experience day to day. Technically, Y Tŷ Dysgu provides a comprehensive national system that consolidates pathways, events, resources and programmes into one structured environment. It has the potential to support consistent, high quality learning at scale.

However, user experience varies depending on familiarity, digital confidence, and the clarity of workflows. When workflows operate smoothly such as structured booking, consistent layouts and straightforward learning pathways users progress easily and report positive experiences. When workflows are less clear or require multiple corrective steps such as complex navigation or duplicate account handling users encounter friction, and operational burden increases.

This distinction emphasises that challenges do not stem from a lack of system capability but from the alignment between system design, programme processes and user expectations.

6.2 Learner experience vs Administrator experience

Learners typically interact with a narrower set of functions accessing courses, booking events, completing pathways and retrieving certificates. As a result, learner experiences tended to be positive, particularly regarding presentation, clarity of resources and bilingual access. Most learners described the platform as helpful, accessible and visually structured.

Administrators and programme leads, however, interact with a much wider and more complex set of functions, including:

- content authoring
- evaluations
- waiting list management
- access control
- pathway construction
- reporting
- event capacity management

Their experiences reveal a different set of pressures. While the platform supports large improvements compared with previous systems, certain processes require refinement to reduce workload, minimise manual adjustments and make operational tasks more predictable.

This difference between learner and administrator perspectives is typical of national platforms, where complexity increases behind the scenes as more functions are introduced.

6.3 Adoption, familiarity and the learning curve

The evaluation demonstrates a clear pattern: early use of the platform is often challenging, but confidence increases substantially with familiarity. Many stakeholders described a steep initial learning curve, followed by a point where navigation becomes "second nature". This gradual improvement reflects real world adoption behaviours and is characteristic of large digital platforms.

The findings also show that initial challenges especially around navigation, terminology and categorisation shape the early user journey. Strengthening onboarding, simplifying initial pathways, and improving terminology alignment would help flatten this learning curve and reduce reliance on support during first use.

6.4 Workflow alignment and operational reality

The data indicate that the main usability gaps relate to how system workflows intersect with programme processes. Where platform design and programme processes are well aligned, the system supports smooth delivery. Where they diverge, users experience confusion or inefficiency.

Examples include:

- navigation structures that differ between hubs
- event cancellations not updating capacity automatically
- content authoring processes that require duplication
- evaluation exports needing manual cleaning
- unclear distinction between programmes, events and courses

These issues reflect the natural challenges faced when implementing a national platform across diverse programme areas. Addressing these workflow misalignments will be key to reducing administrative burden and improving clarity for users.

6.5 Strengths supporting strategic direction

Despite challenges, the evaluation highlights several strengths that support the long term strategic role of Y Tŷ Dysgu:

- The platform has unified previously fragmented systems.
- Bilingual access supports national standards and equity.
- Programme hubs strengthen governance, version control and consistency.
- Learner satisfaction and reported impact on practice are high.
- National visibility of training supports workforce development priorities.

These strengths illustrate that the platform has successfully established itself as the national digital learning environment and is well positioned to support future ambitions for integrated learning across NHS Wales.

6.6 Maturing platform dynamics

Y Tŷ Dysgu is now entering a natural phase of maturity where optimisation, refinement and workflow alignment become key priorities. Adoption is widespread; the focus now shifts to:

- improving clarity
- reducing friction
- enhancing operational efficiency
- refining user journeys
- strengthening cross professional visibility
- supporting more scalable bilingual content creation

These refinements will further enable the platform to support cross professional, national learning in a sustainable way.

6.7 Overall interpretation

The evaluation demonstrates that:

- The system is valued and used widely across NHS Wales.
- Learners experience strong benefits in access, flexibility and clarity.

- Administrative and authoring teams experience the greatest challenges, linked to workflows rather than fundamental system flaws.
- Most frustrations are manageable refinements, not indicators of systemic problems.
- Users trust the system and want it to succeed, often suggesting constructive improvements.

Overall, the platform presents clear strategic value, and the conditions for future success are already in place. Continued refinement will enhance user experience, reduce operational burden and strengthen Y Tŷ Dysgu as the national standard for digital learning.

7. Conclusions

The evaluation of Y Tŷ Dysgu demonstrates that the platform has made a significant and positive contribution to the delivery of education and training across NHS Wales. By consolidating previously fragmented digital infrastructures into a single, modern and bilingual environment, the platform has strengthened national consistency, improved the visibility of learning opportunities and provided a structured home for programmes, pathways and resources.

Learners described the system as clear, coherent and easy to engage with once familiar, and programme teams valued its professional presentation and ability to support blended learning. The platform has successfully established itself as a central component of the learning ecosystem in Wales.

At the same time, the evaluation identified a number of areas where targeted refinement would enhance usability and operational reliability. Challenges relating to navigation, registration clarity, bilingual authoring, event workflow stability, reporting quality and onboarding all influence how easily users can complete tasks and how efficiently programme leads can deliver and manage learning. These issues do not represent fundamental system weaknesses; rather, they reflect the natural development needs of a platform moving from adoption to maturity.

Importantly, the evaluation highlights the strong foundations already in place. The high levels of learner satisfaction, positive user experiences, effective programme delivery and meaningful impact on clinical and professional practice demonstrate that the platform is delivering real value. The system is trusted, well received and aligned with the needs of educators, learners and administrators.

The findings also affirm the strategic potential of Y Tŷ Dysgu. As NHS Wales increasingly prioritises multi professional learning, digital accessibility and national coordination, the platform provides the infrastructure needed to support shared standards, cross disciplinary collaboration and equitable access to education across regions and services. Optimising visibility settings, improving hub structures and enhancing search and navigation will further strengthen its role as a national digital learning environment.

Overall, the evaluation concludes that Y Tŷ Dysgu has established a solid, credible and widely accepted position as the national learning platform for NHS Wales. By addressing the targeted usability and workflow improvements identified in this report, HEIW will be well placed to maximise the platform's value, improve operational efficiency and continue to enhance learning experiences for the workforce.

The conditions for success are already present. Continued investment in refinement, user support and workflow alignment will ensure that Y Tŷ Dysgu continues to mature, scale effectively and deliver on its long term vision as the digital learning standard for Wales.

8. Recommendations

Recommendation 1.1:

Navigation and discoverability should be improved to ensure learners can easily find courses, events and programme hubs. Refining system labels, improving the distinction between content types, expanding filter options and strengthening search functionality will reduce confusion, increase learner independence and significantly decrease support requests.

Recommendation 1.2:

Programme hubs should adopt more consistent layouts and naming conventions to support user orientation. Standard templates and clear structural guidelines will help ensure predictable navigation across programmes, particularly for new or infrequent users.

Recommendation 1.3:

Search capability should be enhanced to allow broader keyword matching, clearer filters and more consistent tagging. This will make it easier for users to locate material without relying on precise terminology.

Recommendation 2.1:

Registration pathways should be simplified to reduce access errors and the creation of duplicate accounts. Clearer guidance during role selection and system safeguards that detect existing accounts will strengthen data quality and minimise administrative workload.

Recommendation 2.2:

Processes for users transitioning roles (e.g., students becoming staff members) should be streamlined. Automated prompts or guided workflows will ensure continued access without manual intervention.

Recommendation 3.1:

Bilingual authoring processes should be improved to reduce duplication and maintain Welsh English consistency. Tools such as linked bilingual fields, side by side editing and overwrite safeguards would significantly reduce risk and workload for authors.

Recommendation 3.2:

A more efficient process for importing, exporting and aligning translations should be introduced to support timely updates and reduce manual effort.

Recommendation 4.1:

Event and attendance workflows should be stabilised to reduce administrative burden and ensure reliability. Improvements should focus on accurate synchronisation of cancellations and capacity, automated waiting list movement and clearer booking communications.

Recommendation 4.2:

Strengthened templates and workflow controls should be created for programme areas requiring certification, ensuring that attendance data and certificates are accurate and consistent.

Recommendation 5.1:

Reporting tools and evaluation exports should be enhanced to support governance and decision making. Cleaner export formats, improved dashboard visibility and guidance on interpreting data will help programme teams use information more effectively.

Recommendation 5.2:

Retrospective and trend-based reporting should be strengthened to enable teams to review progress over time and support performance monitoring.

Recommendation 6:

Visibility and accessibility of support resources should be increased to reduce reliance on the digital team. A clearly signposted Help function, embedded task specific guides and simple onboarding materials will improve early user confidence and reduce repeat queries.

Recommendation 7:

Access settings should be reviewed to better support multi professional learning. Clearer audience labels and refined restrictions will ensure that appropriate cross disciplinary access is available where learning is relevant to multiple professions.

Recommendation 8:

Programme hubs and resource organisation should be standardised to ensure consistency and reduce user confusion. Templates, naming conventions and layout guidance will support predictable structures across programmes and help users locate information quickly.

Recommendation 9:

Administrative burden should be reduced through targeted workflow refinements. Addressing duplicate accounts at source, improving waiting list automation, resolving inconsistencies in event data and clarifying complex processes will free administrative capacity and improve efficiency.

9. Implementation roadmap

This implementation roadmap outlines a practical and phased plan to progress the improvements identified through the evaluation of Y Tŷ Dysgu (YTD). It is designed to prioritise changes that provide the greatest immediate benefit to learners, programme teams and administrative staff, while ensuring developments are manageable, coordinated and aligned with HEIW's wider digital and data strategy. The roadmap is structured across short , medium and longer term phases, with each stage building on the last to strengthen usability, reliability and operational performance.

9.1 Immediate priorities (0–3 Months)

Immediate actions focus on enhancing clarity for new users and reducing common sources of operational burden. Clear onboarding prompts should be introduced to support first time users and help them distinguish the different areas of the platform, including Courses, Events and Programmes. Registration processes should be improved by offering clearer instructions for role selection and introducing safeguards that reduce the risk of duplicate accounts.

Visibility of support should be strengthened by adding a prominent Help or Support entry point and ensuring that frequently used guides such as instructions for booking events or accessing certificatesare easy to locate. In addition, the formatting of exported evaluation data should be refined to make it usable immediately, alongside clearer guidance on accessing dashboards and reporting tools.

9.2 Short-term priorities (3–6 Months)

Short term actions focus on improving workflow reliability, discoverability and bilingual content creation. Search functionality should be enhanced to allow more flexible keyword matching and clearer filters based on profession, topic and delivery mode. Event management workflows should be stabilised by improving the synchronisation of cancellations, capacity updates and booking records, while also reducing reliance on manual intervention for waiting list management.

Authors should be supported with improved bilingual editing tools, such as side by side or linked fields, and safeguards to prevent accidental overwriting between Welsh and English versions. Consistency across programme hubs should be strengthened by introducing standard templates and clear guidance for layout, naming conventions and resource organisation.

9.3 Medium-term priorities (6–12 Months)

Medium term priorities strengthen the long term value of YTD by supporting scalable growth, improved data driven decision making and expanded access to multi professional learning. Dashboard functionality should be enhanced to include comparative and retrospective views, and access should be made clearer for programme leads and managers.

Workflow optimisation should reduce administrative burden through more automated processes for attendance tracking, certificate generation and evaluation handling, as well as better support for certification linked programmes.

Visibility settings should be reviewed to ensure that courses and events are accessible to appropriate cross disciplinary audiences. A structured content governance cycle should be introduced to keep programme hubs up to date and ensure continuity when updating pathways, blended learning components and supporting resources.

9.4 Longer-term development (12+ Months)

Long term developments aim to embed Y Tŷ Dysgu as a fully mature national learning platform. Ongoing refinement of interface elements should continue, informed by user feedback and behavioural insights, while ensuring that accessibility updates and inclusive design principles remain integral to future improvements.

Platform capability should be expanded by exploring opportunities for increased automation and deeper integration with complementary systems and learning technologies.

A sustained improvement model should be established, using user feedback, analytics and collaborative governance to guide development. Strengthening links between programme teams, digital colleagues and oversight groups will help ensure that future changes continue to meet organisational and strategic needs.

9.5 Summary of roadmap approach

This roadmap is designed to ensure progressive and coordinated enhancement of Y Tŷ Dysgu. Immediate actions target the most pressing pain points to reduce user frustration and administrative complexity. Short term actions focus on improving workflows and content processes. Medium term developments build capability, strengthen collaboration and improve data visibility. Long term actions secure sustainability, promote flexibility and establish YTD as a robust national digital learning system.

By following this structured approach, HEIW will be able to deliver targeted improvements that enhance user confidence, streamline operations and maximise the value of Y Tŷ Dysgu across NHS Wales.

10. Measurement framework

The Measurement Framework sets out how the performance, usability and impact of Y Tŷ Dysgu (YTD) will continue to be monitored following this evaluation. It provides a structured approach to assessing whether improvements achieve their intended outcomes and whether the platform continues to meet the needs of learners, educators, programme teams and NHS Wales. The framework is designed to support ongoing quality assurance, inform decision making and guide future development.

The framework focuses on three core dimensions: platform performance, operational impact, and learning outcomes.

10.1 Purpose of the measurement framework

The Measurement Framework aims to:

- Establish a consistent method for monitoring platform performance over time.
- Ensure progress against planned improvements can be evaluated meaningfully.
- Identify emerging issues early to enable timely corrective action.
- Support evidence based decisions about future developments.
- Ensure that YTD continues to deliver value for learners, educators and programme teams.

The framework can be applied at programme, directorate or organisational level, depending on reporting requirements.

10.2 Key measurement areas

The following measurement areas align to the platform's intended purpose and reflect the findings of this evaluation.

1. User Experience and Usability

Assessing the quality of the learner and author experience, including:

- Ease of navigation and content discovery
- Clarity of programme structures
- Satisfaction with onboarding and support
- Bilingual usability

These indicators should be monitored periodically through user surveys and short, embedded feedback points.

2. Operational Efficiency

Measuring how effectively the platform supports key workflows, including:

- Duplicate account occurrence
- Role selection correction rates
- Waiting list and cancellation workflow reliability
- Time required to clean exported evaluation data
- Administrative time saved through system improvements

These measures help determine whether enhancements reduce workload and strengthen workflow consistency.

3. Event Management and Attendance

Monitoring the performance of event related workflows, including:

- Booking completion rates
- Waiting list conversion rates
- Accuracy of capacity updates and cancellations
- Reliability of attendance data
- Incidence of double booking or registration errors

These indicators provide insight into the reliability of event processes.

4. Learning Engagement and Completion

Tracking learning activity, such as:

- Course enrolments
- Completion rates
- Time to completion
- Patterns of return-to-learning
- Certificate downloads and renewals

These measures help understand learner progression and highlight areas needing improvement.

5. Reporting and Evaluation Data Quality

Assessing the quality and usefulness of generated data, including:

- Evaluation response rates
- Readability and structure of exported data
- Dashboard accuracy and completeness
- Availability of trend-based and comparative views
- Accuracy of audience tagging and metadata

These indicators support governance and inform future planning.

10.3 Data sources

Data supporting this framework will be drawn from:

- Platform analytics
- System generated reports
- Evaluation and survey responses
- Programme team insights
- Administrative logs and workflows
- Event booking and attendance records

These sources collectively provide a comprehensive view of platform performance.

10.4 Reporting frequency

A structured reporting cycle helps ensure consistency and allows emerging issues to be identified early.

- Quarterly reviews: Engagement, event performance, workflow reliability, reporting usability and administrative burden.
- Bi-annual reviews: Overall platform usability, pathway effectiveness and programme alignment.
- Annual reviews: System wide performance, bilingual content quality, cross professional access and strategic impacts.

Reporting cycles may be adapted based on organisational needs and capacity.

10.5 Roles and responsibilities

Clear responsibilities support effective use of the Measurement Framework:

- HEIW Digital Learning Team – Lead platform-level performance monitoring and system improvements.
- Programme Leads – Review programme-specific data and identify improvement needs.
- Administrative Teams – Monitor workflow reliability and raise operational issues.
- Data and Analytics Teams – Support dashboard development, data validation and reporting.
- Educators and Authors – Provide feedback on authoring usability and content quality.

10.6 Using the framework for continuous improvement

The Measurement Framework should operate as a dynamic tool for ongoing enhancement. Insights gathered should be used to:

- Identify and resolve workflow barriers
- Prioritise system improvements
- Strengthen governance and consistency
- Enhance learning outcomes
- Support collaboration across teams
- Inform long-term strategic development

Embedding this framework will ensure Y Tŷ Dysgu continues to evolve in response to user needs and remains a robust, sustainable national digital learning platform.

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Appendices

Appendix A
HEIW LMS Focus Group Questions with Optimised Prompts

Introduction

Thank you for agreeing to participate in this focus group. The purpose is to understand your experience with Y Ty Dysgu and gather feedback to improve the system. Your responses will remain confidential and anonymized. There are no right or wrong answers, we're interested in your honest views. The focus group will take approximately 60 minutes and will be recorded for transcription purposes. Do I have your consent to proceed?

1. Can you first explain to me a little bit about your role and how you are involved with the LMS? Do you create content, or use the system from an admin or a learner perspective?

- What are your main responsibilities in relation to the LMS?
- How frequently do you interact with the system?
- In what ways does the LMS impact your day-to-day work?
- Are there any specific tasks or processes that rely heavily on the LMS?

2. How would you describe your overall experience with the LMS so far?

- What aspects of the LMS have worked well for you?
- What aspects have been challenging?
- Has your experience changed over time?

3. What aspects of the LMS have been most helpful for you in your role or learning needs?

- Which features or tools do you use most often?
- How do these features support your learning or compliance requirements?

4. What challenges or barriers have you encountered when using the platform?

- Can you describe specific examples of these challenges?
- Were these related to technology, training, or organizational processes?
- What resources or support would help overcome these barriers?
- Who should be responsible for addressing these issues?

5. Have you ever had to seek support to use the platform? If so, did you know who to contact? How satisfied were you with the outcome?

- How easy was it to find the right support?
- Was the support timely and effective?
- What could improve the support process?

6. In what ways has the LMS improved access to training or reduced duplication of effort?

- Can you give examples of how access has improved?
- Has it saved time or streamlined processes?

7. What impact has the LMS had on collaboration across professions or multi-disciplinary learning opportunities?

- Have you seen an increase in shared learning or joint sessions?
- Can you give any examples of how the LMS has supported or hindered collaboration?
- Are there barriers to multi-disciplinary use?

8. How useful are the in-system reporting and dashboard features for monitoring progress or compliance?

- Which reports or dashboards do you use most?
- Does the dashboard allow them to easily monitor their or their teams progress?
- Do they meet your needs for compliance and performance tracking?

9. How useful is the Y Ty Dysgu Power BI data dashboard for monitoring progress and supporting performance reporting requirements (where applicable)?

- Have you had access to this dashboard?
- How does it support your reporting needs?

10. How useful is the Y Ty Dysgu Power BI data dashboard for monitoring progress and supporting performance reporting requirements (where applicable)?

- What would make the LMS more user-friendly?
- How could it better support your learning or compliance needs?
- Is there anything missing?

11. If you could change one thing about the LMS to make it more effective, what would it be and why?

- What impact would this change have on your work?
- Would it benefit others in your team or organization?

12. Is there anything else you'd like to add about your experience with Y Ty Dysgu or suggestions for improvement?

- Are there any issues we haven't covered?
- Do you have ideas for future developments?

Closing

Thank you for sharing your insights. If you have any questions or anything further you would like to share, feel free to contact me.

Additional Comments:

Appendix B
Platform Analytics

Programme	Responses	Overall_ Quality_Mean	Content_ Quality_Mean	Delivery_ Quality_Mean	Resources_ Quality_Mean
Psychiatric CT1â€“CT3	16	8.4	8.4	8.6	8.4
Choose Pharmacy	339	8.04	7.97	8.9	8.05
Acute Care Common Stem	103	9.1	9.17	9.14	8.96
Emergency Medicine (Combined)	145	9	8.92	8.9	8.81
Dental CPR / AED	593	9.35	9.31	9.4	9.3
Genomics	941	7.48	7.25	7.38	7.39
Intensive Care Medicine	45	8.65	8.53	8.53	8.29
Obstetrics & Gynaecology	81	9.07	8.96	9.2	8.94

Appendix B
Platform Analytics

Knowledge_ Before_Mean	Knowledge_ After_Mean	Knowledge_ Gain_Mean	Confidence_ After_Mean	Impact_ Distribution	Delivery_ Distribution	Recommend_ Rate
t7.2	7.2	0	8.2	{'Moderate impact': 6, 'Significant impact': 2, 'No impact': 1}	{'Online': 9}	100
5.82	8.15	2.33	5.9	{'Moderate impact': 145, 'Significant impact': 142, 'Slight impact': 38, 'No impact': 12}	{'Online': 335, 'Face to face': 2}	
6.92	6.92	0	8.69	{'Moderate impact': 35, 'Significant impact': 28, 'Slight impact': 2}	{'Face to face': 74, 'Yes': 1, 'No': 1}	100
5.88	8.05	2.17		{'Significant impact': 33, 'Moderate impact': 27, 'Slight impact': 4}	{'Face to face': 40, 'Online': 18}	94.4
8.09	9.23	1.14		{'Significant impact': 318, 'Moderate impact': 121, 'Slight impact': 17, 'No impact': 1}	{}	
4.55	6.77	2.22		{'Slight impact': 369, 'Moderate impact': 294, 'Significant impact': 175, 'No impact': 95}	{'Online': 918, 'Face to face': 14}	
6.06	8.06	2		{'Moderate impact': 14, 'Significant impact': 5, 'Slight impact': 2}	{'Online': 18, 'Face to face': 2}	100
5.79	8.44	2.65		{}	{'Online': 45, 'Face to face': 18}	100

Appendix C
Evaluation of the Y Ty Dysgu Learning Management System – English

Start of Block: Consent

Purpose: What is the purpose of the evaluation? Hywel Dda University Health Board's TriTech Institute, in collaboration with Health Education and Improvement Wales (HEIW), is carrying out a formal evaluation of the Y Ty Dysgu Learning Management System (LMS). This bilingual platform has been developed to provide health and care staff in Wales with a single, accessible hub for courses, events, and professional networks. We want to understand how the LMS is being used across Wales and what users think about it. Your feedback will help us assess usability, effectiveness, and impact, and identify areas for improvement.

Who can take part?

We are seeking health and care staff in Wales and stakeholders who have used Y Ty Dysgu, as well as those who have not yet used it, to complete this short survey. Your views are important whether you are a regular user or completely new to the system.

What happens if I agree to take part?

Taking part is voluntary. You will be asked to answer questions about your experience with Y Ty Dysgu (or reasons for not using it). The survey should take no longer than 10–15 minutes. You can withdraw at any time by closing the survey.

What happens to the information I give you?

All data collected will be anonymous, cannot be traced back to you, and will be stored securely in line with data protection regulations (GDPR). All information collected through this survey is subject to our Privacy Policy: https://hduhb.nhs.wales/about-us/governance-arrangements/your-information-your-rights/privacy-notices/full-privacy-notice/

For further information, please contact:

Email: tritech.hdd@wales.nhs.uk

By clicking on the "I Agree" button below, you acknowledge that you have read and understood this information sheet and agree to participate in the online survey.

- I Agree
- I Don't Agree

Skip To: End of Survey If By clicking on the "I Agree" button below, you acknowledge that you have read and understood this... = I Don't Agree

End of Block: Consent

Start of Block: Demographics block

Q1. Which type of care setting do you primarily work in?

(Please select the option that best describes your role)

- tPrimary Care (e.g. GP practice, community pharmacy, dental practice, optometry service, out of hours primary care)
- Secondary Care (e.g. hospital-based services, specialist clinics)
- Community Care (e.g. district nursing, community mental health teams, community therapy teams, health visiting, community paediatrics and rehabilitation services))
- Social Care (e.g. domiciliary care, residential care homes, supported living, children's services, and safeguarding functions)
- Voluntary and Third Sector (e.g. Charities, community organisations, social enterprises, and not-for-profit groups supporting health, wellbeing, and social care pathways. Includes organisations providing advocacy, mental health support, befriending services, carers support, community transport, and condition-specific charities)
- Other (please specify)

Q2. Do you consider yourself part of the mental health workforce?

- Yes
- No

Q3. What is your current role within NHS Wales?

(Please select the option that best describes your primary role)

- Doctor / Medical Practitioner
- Pharmacist / Pharmacy professional
- Dentist / Dental professional
- Optometrist / Eye Care professional
- Nurse / Midwife
- Allied Health Professional
- Healthcare Scientist
- Healthcare Support Worker
- Administrative / Clerical Staff
- Educator / Trainer
- Student / Trainee / Resident Doctor
- Manager / Senior Leader
- Other (please specify)

Q3. Which Health Board, Trust or organisation do you work for?

- Aneurin Bevan UHB
- Betsi Cadwaladr UHB
- Cardiff and Vale UHB
- Cwm Taf Morgannwg UHB
- Hywel Dda UHB
- Powys Teaching Health Board
- Swansea Bay UHB

- Public Health Wales (PHW)
- Velindre University NHS Trust
- Welsh Ambulance Service University NHS Trust (WAST)
- Digital Health and Care Wales (DHCW)
- Health Education and Improvement Wales (HEIW)
- NHS Wales Performance and Improvement
- Local Authority
- Third Sector
- Other (please specify)

Q4. Preferred Language

- English
- Welsh
- Both

Q5. Accessibility Needs

- Screen reader required
- Large text / high contrast
- Alternative input device
- No specific accessibility needs
- Other (please specify)

Q6. Education Level (optional)

- GCSE / O-level or equivalent
- A-level / BTEC or equivalent
- Undergraduate degree
- Postgraduate degree
- Prefer not to say

End of Block: Demographics block

Start of Block: Initial Screen

Q1. Do you currently use the Y Ty Dysgu Learning Management System (LMS)?

- Yes
- No

End of Block: Initial Screen

Start of Block: Non-user questions

Q1. Please tell us why you do not use the LMS?

- I am not aware of it/I have never heard of it
- Prefer other systems
- Technical issues
- Other (please specify)

Q2. Would you be interested in using the LMS?

- Yes
- No
- Not sure

Q3. If you would like to tell us anything else about your reasons for not using the LMS, please do so here.

_____

End of Block: Non-user questions

Start of Block: non-user debrief

Q1. If you wish to withdraw your data now, please just close this browser. Otherwise, please select the NEXT button below to record your responses. If you have any questions or concerns, please contact us on the email below.

Thank you for taking the time to complete this service evaluation.

Email: tritech.hdd@wales.nhs.uk

Skip To: *End of Survey*

You wish to withdraw your data now, please just close this browser. Otherwise, please select... Displayed

End of Block: non-user debriefs

Start of Block: General Platform Info

General Information

Q1 How long have you been using the Y Ty Dysgu Learning Management System (LMS)?

- Less than 1 month
- 1-3 months
- 4-6 months
- More than 6 months

Q2 How often do you use the LMS?

- Daily
- Weekly
- Monthly
- Less than monthly

Q3 How did you hear about the LMS?

- Manager
- Colleague
- HEIW
- Other (please specify) _____

Q4. Which best describes your primary involvement with the LMS?

- Learner/User
- Course Provider/Admin

If answered option Learner → Skip admin questions → Stakeholder Engagement

If Answered Course Provider → Show admin questions → Stakeholder Engagement

End of Block: General App Info

Start of Block: Admin Engagement Questions

Q1. Does the LMS enable you to perform the tasks required for your role effectively?

- Yes, fully
- Yes, partially
- No
- Not sure

(Optional : Please share any suggestions for improvement.)

_____

Q2. How well does the LMS support the quality and structure of the content you provide?

- Excellent
- Good
- Fair
- Poor

(Optional: Please share any suggestions for improvement.)

_____

Q3. In your opinion, is the LMS a suitable platform for delivering your courses and resources?

- Yes
- No
- Not sure

(Optional: Please share any suggestions for improvement.)

_____

End of Block: Admin Engagement Questions

Start of Block: Stakeholder Engagement Questions

Q1. How effective do you think the learning systems or pathways you used before Y Ty Dysgu were in meeting your needs?

- Very effective
- Effective
- Neutral
- Ineffective
- Very ineffective

Q2. What are your expectations of the LMS and its impact on your learning or work?

_____

Q3. Have you encountered any barriers while using the LMS? If yes, please describe.

_____

Q4. What aspects of the LMS have worked well for you?

_____

Q5. What aspects have not worked well or need improvement?

_____

Q6. In your opinion, how well has the LMS been accepted by end users?

- Very well
- Well
- Neutral
- Poor

Q7. Do you feel the LMS has improved learning evaluation outcomes for you or your team?

- Yes
- No
- Not sure

Q8. What recommendations would you make for the future development of the LMS?

_____

End of Block: Stakeholder Engagement Questions

Start of Block: Usability & Experience

Your thoughts and feelings about the Usability & Experience Thinking about your use of the LMS, please tell us how much you agree or disagree with each of the following statements. There are no right or wrong answers. For each statement, please select the response that most closely matches your thoughts and feelings about the LMS.

Q1. Navigation is clear and intuitive.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q2. It is easy to find and register for courses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q3. The system is reliable and stable (minimal errors, consistent performance)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q4. The design and layout are visually appealing.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q5. The platform supports accessibility (e.g., bilingual options, screen reader compatibility)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q6. The system is responsive (fast loading and smooth navigation).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q7. It is easy to learn and use the platform without external help

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q8. The experience of using the platform is engaging and enjoyable

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q9. The platform feels innovative compared to other LMS / learning platforms you have used.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q10. Has the LMS improved your CPD uptake?

- Yes
- No
- Not sure

Q11. Has the LMS reduced duplication of learning resources?

- Yes
- No
- Not sure

Q12. Has the LMS improved multi-disciplinary learning?

- Yes
- No
- Not sure

Q13 . How easy did you find the registration process (signing up for an account)?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q14 . How easy is it for you to find and register for courses, events, or resources on the LMS?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q15 . If you have an admin role, how easy is it for you to manage activity on the platform (e.g., managing registration, user support, creating events, publishing content)?

- Yes, fully
- Yes, partially
- No
- Not applicable

Q16 . How well does the LMS support bilingual use and accessibility requirements (e.g., Welsh language, screen readers)?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q17. How has the LMS impacted your learning experience?

_____

End of Block: Usability & Experience

Start of Block: UX scale

Q1 Please tell us which features you find most useful in the LMS?

_____

_____

_____

_____

_____

Q2 Finally, do you have any suggestions for improving the LMS?

_____

_____

_____

_____

_____

Q3 Would you recommend LMS?

- Yes
- No
- Not sure

End of Block: UX scale

Start of Block: Interview

Q1. If you are willing to be contacted about also taking part in an interview about your experiences of using the Y Ty Dysgu learning management system, please type your email address in the box below. Please be assured your email will not be linked to your survey data.

_____

End of Block: Interview

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