



STATUTORY GUIDANCE: IMPARTIAL CAREERS EDUCATION

How Fast Tomato and Prefinio support the six Principles of delivery

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Statutory Guidance: Impartial Careers Education

How Fast Tomato and Prefinio can support the six Principles of delivery

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Overview

The Statutory Guidance: Impartial Careers Education framework, published by the previous government earlier this year, highlights six Principles of delivery.

The recently published Resources Pack contains an Audit Tool for Careers Co-ordinators to help them review their programme against the six Principles and identify both good areas and areas for development.

The following uses the Audit Tool and explains how different sections of Fast Tomato (FT) and Prefinio (P) supports various Outcomes outlined under these Principles. A breakdown of the sections referred to in the tables is added as Appendix 1.

Principle 1: Good quality, impartial careers education empowers young people to plan and manage their own futures

Outcomes	Evidence
<p><i>1.1 Young people are able to investigate opportunities for learning and work on their own</i></p>	<p>Both products have access to course and training information; suggestions are based on responses to: an interest questionnaire and statement of qualifications already achieved in FT; the course questionnaire in Prefinio gives young people another resource to help them think about next level courses for study or training. These are web-based products, giving each user an individual and unique log-in making them accessible to the user in school, at home and in other venues that have internet facilities. Young people are able to return to the product to carry out independent research at any time.</p> <p>Ref: FT9/P3</p>
<p><i>1.2 Young people are able to interpret information and to identify partiality and bias</i></p>	<p>When making suggestions re careers, courses and training and when commenting on personal qualities and skills, FT and Prefinio offer unbiased and impartial information and comments.</p> <p>Ref: FT5, 7, 8/P1, 2, 3, 4</p>
<p><i>1.3 Young people make challenging but realistic plans for their future learning and work</i></p>	<p>FT – My Qualifications, My Targets, Learning Plan and the qualification levels Prefinio - Action Plan and Get on. Your way module These can be used to look at areas for development, target setting etc. The Get on. Your way module and the qualification levels allow for various ‘what if’ scenarios. Careers information contains LMI under ‘Employment Opportunities’</p> <p>Ref: FT6, 7, 10, 11, 12, 13/P1, 5, 7</p>

Outcomes	Evidence
<p><i>1.4 Young people recognise barriers to the achievement of their plans and understand how these can be overcome</i></p>	<p>FT: My Targets and the Learning Plan and the levels available in careers suggestions. Prefinio: Get on. Your way/Action Plan modules. All allow for review of situation and enable back-up plans to be produced.</p> <p>Ref: FT10, 11/P4, 5</p>
<p><i>1.5 Young people are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances</i></p>	<p>Careers, skills, personal qualities and course questionnaires can be re-taken at any time. In fact, if they haven't been reviewed for some time, products may prompt this action to be taken.</p> <p>Ref: FT1, 2, 3, 4, 5, 7, 8, 9, 10, 11/P1, 2, 3, 4, 5</p>
<p><i>1.6 Young People feed back that they have the skills that they need to plan and manage their careers</i></p>	<p>The Action Plans and Learning Plans found in these products should be reviewed regularly with dates the targets were achieved added or reasons for non-achievement and new targets to be included.</p> <p>Ref: FT10, 11/P5</p>

Principle 2: Good quality, impartial careers education responds to the needs of each learner

Outcomes	Evidence
<p><i>2.1 Young people understand what motivates them, their strengths and their learning/work preferences</i></p>	<p>FT - My Style, My Priorities and My Situation Prefinio - Personal Qualities questionnaire Both are designed to help young people to be more self aware and help them when making future choices on learning and work options.</p> <p>Ref: FT3, 4, 5/P2</p>
<p><i>2.2 Young people know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs.</i></p>	<p>All Fast Tomato and Prefinio questionnaire results are based on each individual user’s personal aspirations, abilities and responses. Local information sections give information on Local Area Prospectuses and education and training providers. Resources areas contain information on making choices at significant stages of a young person’s education and personal life.</p> <p>Ref: FT2, 3, 4, 5, 7, 9, 12/P1, 2, 3, 4, 8</p>
<p><i>2.3 Young people understand the skills and qualifications that they need to pursue their ambitions.</i></p>	<p>For both products - career descriptions contain entry requirements and links to LMI and further research. Prefinio - also contains progression guides. Career suggestions are responses to careers questionnaire and the Get on. Your way module allows young people to add potential study options and view impact on career choices. FT - individual career suggestions are produced via completion of My Interests and My Qualifications questionnaires with the opportunity to change qualification level of careers investigated.</p> <p>Ref: FT2, 6/P1, 2, 4</p>

Outcomes	Evidence
<p><i>2.4 Young people have an individual learning plan (ILP) that they keep under review and update as they approach each transition.</i></p>	<p>Fast Tomato users are able to produce a Learning Plan that contains options for review and target setting. Prefinio's Plan has targets, actions and tasks and also review date options.</p> <p>Ref: FT11/P5</p>
<p><i>2.5 Young people influence the design and delivery of careers education/information and advice services.</i></p>	<p>FT and Prefinio have a Feedback facility, this is returned to the developers and responses are reviewed and may have an impact on future design of the sites.</p> <p>Ref: FT14/P10</p>
<p><i>2.6 Young people feed back that they have received the personalised support that they have needed to make informed choices.</i></p>	<p>FT's Learning Plan has free text boxes where students can add their own notes and comments. Prefinio's Surveys module can be used by tutors to devise a survey on support, or any other topic, for students to complete online.</p> <p>Ref: FT11/P9</p>

Principle 3: Good quality, impartial careers education provides comprehensive information and advice

Outcomes	Evidence
<p><i>3.1 Young people understand the opportunities afforded by, and are provided with easy access to the Connexions service, Connexions Direct, the local 14-19 prospectus, Apprenticeships Vacancy Matching Service, other information sources used locally, the transition support team (for young people with special educational needs and disabilities), Business Link, UCAS and Unistats</i></p>	<p>Fast Tomato: Course Provider pages Prefinio: Courses module links to Local Area Prospectuses which in turn link to the Local Connexions service who provide a range of information. Higher education course information, powered by UCAS, links to university websites and, in Prefinio, also links to the UCAS site. Resources information sheets available in Choices, Education and Work & Training.</p> <p>Ref: FT9, 12/P3, 8</p>
<p><i>3.2 Young people understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)</i></p>	<p>Courses module in Prefinio provides links to Local Area Prospectuses, giving information on local education and work based training options; FT allows course provider search. HE course information provides for young people to select those geographical areas where they would like to continue with their studies.</p> <p>Ref: FT9/P3</p>
<p><i>3.3 Young people understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education</i></p>	<p>Careers and course suggestions modules contain opportunity to change qualification levels and thereby changing the job/course suggestions – making a useful ‘what if’ scenario.</p> <p>FT - Options module has a ‘tomato rating’ matching potential subjects with personal interests, achievements and learning styles.</p> <p>Prefinio - Get on. Your way module allows young people to add a variety of subject combinations and understand progression.</p> <p>Ref: FT8, 9, 10/P1, 3, 4</p>

Outcomes	Evidence
<p><i>3.4 Young people understand the work opportunities and rewards afforded by each course/pathway</i></p>	<p>Both: Careers suggestions are linked to qualification levels, which can be adjusted, allowing an understanding of jobs and careers available for each level of course/training they pursue. Prefinio module Get on. Your way allows careers ideas to be added and view how choices of course/training can affect them.</p> <p>Ref: FT7, 9/P1, 4</p>
<p><i>3.5 Young people understand the work opportunities afforded by self-employment</i></p>	<p>Resources modules contain information on self-employment in Work and Training section.</p> <p>Ref: FT12/P8</p>
<p><i>3.6 Young people know how to access information about community and voluntary opportunities</i></p>	<p>Resources modules contain information on volunteering both in the UK and overseas in Freetime section. This information contains contact details of a variety of organisations.</p> <p>Ref: FT12/P8</p>
<p><i>3.7 Young people understand, and are able to claim, the financial support that they are eligible to receive to support their learning</i></p>	<p>Resources modules contain information on financial support for students in HE or FE and information on sponsorships etc. To be found in Education section.</p> <p>Ref: FT12/P8</p>
<p><i>3.8 Young people understand the concept of labour markets</i></p>	<p>Careers modules contain 'find similar' option giving opportunity to find out about further career options. Links to further information resources given with each career description, plus link to Labour Market Information sheet for CRCI area. Resources modules contain information sheet on Job Market Trends found in Work and Training Section.</p> <p>Ref: FT7, 12/P1, 8</p>

Outcomes	Evidence
<p><i>3.9 Young people are aware of opportunities within local, regional and national labour markets</i></p>	<p>FT - courses and work based learning suggestions can be influenced by completing My Place Interests. Prefinio - Courses module allows opportunity to choose geographical areas. Local Area Prospectuses links give specific course and vacancy information. Careers information contains links to LMI through 'Employment Opportunities' link. Ref: FT7, 9/P1, 3</p>
<p><i>3.10 Young people understand their rights and responsibilities at work</i></p>	<p>Resources modules contain information on Rights and Responsibilities at work in the Work & Training section. Ref: FT12/P8</p>
<p><i>3.11 Young people feed back that they have had the information and advice that they have needed to make informed choices</i></p>	<p>FT's Learning Plan has free text boxes where students can add their own notes and comments. Prefinio's Surveys module can be used by tutors to devise a survey on support, or any other topic, for students to complete online. Ref: FT11/P9</p>

Principle 4: Good quality, impartial careers education raises aspirations

Outcomes	Evidence
<p><i>4.1 Young people have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or ‘taster’ sessions and through visits to employers, work based training providers, universities etc)</i></p>	<p>Completion of interests, achievements, careers, personal qualities and skills questionnaires produce career suggestions lists which may include ideas that had not previously been considered. Ability to set achievement levels allows for opportunity to look at ‘what if’ scenarios – setting the levels one step higher. FT: Careers information module contains a mix of photographs, case studies and videos showing diversity of people in the different careers.</p> <p>Ref: FT2, 3, 4, 5, 7/P1, 2, 4</p>
<p><i>4.2 Young people set challenging but realistic learning and work goals</i></p>	<p>FT – My Targets allows individuals to set goals which can be reviewed and require evidence to back up statements, next steps can then be added. Prefinio – Action Plan contains targets and actions with review dates. Get on. Your way module allows qualification combinations to be entered which can be matched to career ideas.</p> <p>Ref: FT8, 10/P4, 5</p>
<p><i>4.3 Young people understand the benefits of economic independence</i></p>	<p>Careers information contains LMI through ‘Employment Opportunities’ link, giving young people access to related information for a chosen career area. Resources modules contain information on various work styles including part-time, temporary and self-employment.</p> <p>Ref: FT7, 12/P1, 8</p>

Outcomes	Evidence
<p><i>4.4 Young people have positive expectations of work</i></p>	<p>Making use of career and course research opportunities and the personal qualities modules in both products contributes towards young people’s self-awareness and confidence. Target setting in action and learning plans gives young people opportunity to ensure they research work options thoroughly.</p> <p>Ref: FT2, 3, 5, 7, 9, 10, 11/P1, 2, 3, 4, 5</p>
<p><i>4.5 Young people understand the benefits of remaining in learning (including in further education, Apprenticeships, other jobs with training and higher education)</i></p>	<p>Career and course/training suggestions and searches are available at four levels, allowing changes to be made to levels and to view resulting changes in opportunities.</p> <p>Ref: FT7, 9/P1, 3</p>
<p><i>4.6 Young people recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete</i></p>	<p>For both FT and Prefinio, career and course entry tends to follow the generally accepted route for young people, along with further information shown through LMI and further reading. This can be used to compare to what is being stated in case studies and when talking to other advice givers about their experiences.</p> <p>FT: Careers module contains case studies and videos of people in roles, giving their personal route to a career, these can be used as a basis for discussion.</p> <p>Ref: FT7, 9/P1, 3</p>
<p><i>4.7 Young people feed back that they are excited by, and committed to, further learning</i></p>	<p>FT’s Learning Plan has free text boxes where students can add their own notes and comments. Prefinio’s Surveys module can be used by tutors to devise a survey on support, or any other topic, for students to complete online.</p> <p>Ref: FT11/P9</p>

Principle 5: Good quality, impartial careers education actively promotes equality of opportunity and challenges stereotypes

Outcomes	Evidence
<p><i>5.1 Young people are able to recognise and challenge stereotypical views of opportunities in learning and work</i></p>	<p>Careers suggestions given in FT and Prefinio are impartial and have no regard to gender. These can be used to generate discussion about what is a ‘stereotypical’ job/career within a classroom situation or in one-to-one meetings.</p> <p>FT: Careers module contains photographs, case studies and videos of people in job roles, these can be used as the basis for further discussion.</p> <p>Ref: FT7/P1</p>
<p><i>5.2 Young people understand that stereotypical decision-making can have financial implications</i></p>	<p>Careers suggestions given in FT and Prefinio are impartial and have no regard to gender. These can be read in conjunction with LMI sheets, through ‘Employment Opportunities’ link, looking at pay differentials and gender bias. This information can be used to generate discussion in a classroom situation or in one-to-one meetings.</p> <p>FT: Careers module contains photographs, case studies and videos of people in job roles, these can be used as the basis for further discussion.</p> <p>Ref: FT7/P1</p>
<p><i>5.3 Young people consider learning and work options that are not generally associated with their school</i></p>	<p>FT: Course provider search Prefinio: Course search module links to Local Area Prospectuses Both allow any number of geographical areas to be selected when looking for opportunities for learning and training.</p> <p>Ref: FT9/P3</p>

Outcomes	Evidence
<p><i>5.4 Young people consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background</i></p>	<p>Career and course suggestions in FT and Prefinio are impartial and do not reflect gender, ethnicity, faith, etc. In addition, access is available to all careers listed in the database.</p> <p>Ref: FT7, 9/P1, 3</p>
<p><i>5.5 Young people make successful transitions when they choose non-traditional opportunities</i></p>	<p>Career and course suggestions in FT and Prefinio are impartial and have no regard to gender, encouraging young people to look at a range of future ideas. This is backed up by information sheets in Resources modules covering rights and responsibilities with regard to gender, race, religion and belief.</p> <p>FT: Careers module contains photographs, case studies and videos of people in job roles, these can be used as the basis for further discussion.</p> <p>Ref: FT7, 9, 12/P1, 3, 8</p>
<p><i>5.6 Young people feed back that they recognise, and reject, learning and work stereotypes</i></p>	<p>FT's Learning Plan has free text boxes where students can add their own notes and comments. Prefinio's Surveys module can be used by tutors to devise a survey on support, or any other topic, for students to complete online.</p> <p>FT: Careers module contains photographs, case studies and videos of people in job roles, these can be used as the basis for further discussion.</p> <p>Ref: FT11/P9</p>

Principle 6: Good quality, impartial careers education helps young people to progress

Outcomes	Evidence
<p><i>6.1 Young people understand the relevance to their future lives of each part of the curriculum</i></p>	<p>Both products have Resources modules containing information on a variety of subjects that can be studied after year 9 and after year 11. These look at what is studied and how the subject is used in working and everyday life.</p> <p>Ref: FT12/P8</p>
<p><i>6.2 Young people understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum</i></p>	<p>Both products contain four academic levels in their career suggestions modules and changes to careers suggestions can be seen as levels are raised.</p> <p>Prefinio – Get on. Your way module allows various combinations of subjects and qualifications to be added and to be checked against careers ideas.</p> <p>Ref: FT7/P1, 4</p>
<p><i>6.3 Young people understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options</i></p>	<p>The Resources module in both products contains, in the Education section, information on choosing advanced-level courses after year 11, including why it might be useful to consider further study/training.</p> <p>Ref: FT12/P8</p>
<p><i>6.4 Young people can follow applications procedures and prepare for interviews</i></p>	<p>Resources modules contain information sheets on job hunting, job applications, interviews etc.</p> <p>Ref: FT12/P8</p>

Outcomes	Evidence
<p><i>6.6 Young people understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living</i></p>	<p>FT – Results of My Priorities, My Style and My Situation questionnaires help young people to understand more about themselves and their attitudes. Targets and Learning plans can include looking at ways in which these can be developed and reviewed. Prefinio – Results of Personal Qualities questionnaire in Skills module helps the user to understand more about themselves and which career areas would better suit them. Both have careers information modules that suggest useful skills and contain links for further in-depth information.</p> <p>Ref: FT3, 4, 5, 7/P1, 2</p>
<p><i>6.7 Young people understand the Common Application Process and are able to use it as required when applying for post 16 provision</i></p>	<p>FT: Course Provider search gives access to local course and training providers Prefinio: Course search module gives access to Local Area Prospectuses which in turn provide, through local websites, access to the Common Application Process.</p> <p>Ref: FT9/P3</p>
<p><i>6.8 Young people progress smoothly into further education/training or employment after leaving school</i></p>	<p>FT – Targets and Learning Plans can be used to ensure young people research and make appropriate applications within required timescales, ensuring seamless transition. Prefinio – Action Plan has targets and Actions that can be used to ensure options and applications are made within timescales, ensuring seamless transition.</p> <p>Ref: FT10, 11/P5</p>
<p><i>6.9 Young people feed back, after leaving school, that they are satisfied with the decisions that they have made</i></p>	<p>FT's Learning Plan has free text boxes where students can add their own notes and comments. Prefinio's Surveys module can be used by tutors to devise a survey on support, or any other topic.</p> <p>Ref: FT11/P9</p>

APPENDIX 1: Fast Tomato and Prefinio References.

FAST TOMATO

Section	Title
1	<p>About Me: Looks at hobbies, interests, study interests and optional information (used for research) of date of birth, gender, ethnicity.</p>
2	<p>My Interests: Questionnaire that explores underlying interests in twelve general career areas. These indicate preferences towards certain areas of work and what motivations might be. Over time these might change so it might be worth re-visiting the questionnaire at a later date. The results show the most important aspects first. Examples include words, procedures, persuasive, numbers, practical, science, caring, creative.</p>
3	<p>My Style: Questionnaire that looks at underlying learning and personal styles in twelve general career areas. Results show preferred learning style and how individuals relate to others. Over time these tendencies might change so it is worth re-visiting the questionnaire perhaps once a year. The results show the most important aspects first. Examples include learning, bite-sized, adaptable, self-starter, competitive.</p>
4	<p>My Situation: Questionnaire that looks at the sorts of things that drive individuals and influence their chances of success. They may change over time so it might be worth re-visiting the questionnaire at a later date. Examples include attitude to rules, distractions, life style, home style, studying.</p>

Section	Title
5	<p>My Priorities (Values): Questionnaire looks at what individuals want from life by comparing different types of priorities with one another. It looks at the broader picture, not at specifics. Again values may change over time, so it is worth re-visiting the questionnaire at a later date. Examples include interests, security, respect, mobility.</p>
6	<p>My Qualifications: Students can enter grades they either have achieved or are hoping to achieve for some subjects – at GCSE and A-level or similar. Can be used when looking at qualification levels and to demonstrate various ‘what if’ scenarios.</p>
7	<p>Careers Suggestions: This list of career suggestions is compiled from responses to the My Interests qualifications and the qualifications profile from the More About Me section. Careers can be set at four levels, giving opportunities to look at ‘what if’ scenarios. It also allows individuals to compile a personal list (those career suggestions that they are particularly interested in) and also to investigate other careers that may not be on the suggested list. Careers information contains links for LMI and further career information.</p>
8	<p>Options: These pages show typical subjects offered at schools, plus the opportunity for individual schools to add their own subjects. Subjects are graded with tomatoes, the more the better the subject appears to match with individual preferences. It offers options for years 10/11 and post-16. Information on local options and work based options is also accessible from this page.</p>
9	<p>Course/Workbased Learning Suggestions: Based on responses to the interests questionnaire and qualifications already achieved. Opportunity to select level and type of course/training preferred and place interests. Also gives options to create a personal list of choices and to investigate further courses.</p>

Section	Title
10	<p>My Targets: Allows individuals to keep track of specific goals they want to achieve and by when. Allows for each target to be reviewed, stating what achieved, evidence to back this up and next steps.</p>
11	<p>My Learning Plan: Headings include a personal statement, people who help me, targets, what is needed to be completed from the site to aid the plan, achievements and expectations, career, courses and places, hobbies and interests and any additional notes or comments. Should be reviewed periodically.</p>
12	<p>Resources: This section contains information sheets on a variety of information related to options, FE and HE, work, training, finance, job hunting and a whole range of other topics such as health, housing and relationships.</p>
13	<p>Search: Opportunity to search on Course Providers, Careers, Workbased Training and Professional Bodies.</p>
14	<p>Feedback: Feedback form to developers gives young people an opportunity to let us know what they think of the site and areas where they feel improvements could be made.</p>

PREFINIO

Section	Title
1	<p>Careers: Questionnaire that looks at Major Interest Preferences, such as working with people, information or the physical world; Specific Interests – performing arts, creative, languages or sport and Environment Preferences – surroundings and situation. Opportunity to view Full Profile giving in-depth information on each area. Your Careers lists careers that match responses to questionnaire and can be set at a qualification level. Find a Career allows investigation through looking at all careers for each qualification level or matching careers if qualification level changed from main choice. Each career has a Progression Route and Career Description including links to LMI and further investigation. Opportunity to save careers for Action Plan and to make notes to be taken over.</p>
2	<p>Skills: Personal Qualities Questionnaire looks at 32 areas that research has found to be important to employers in 9 broad categories. On completion a bar chart shows how responses fit into these categories. Full profile gives in-depth information on responses with some suggestions of careers areas to look for e.g. those that give the opportunity to work as part of a team. Qualifications section – add qualifications already achieved Specialist Skills – areas of particular talent or skills such as sport, art and design, dance or drama, music, IT or foreign languages.</p>
3	<p>Courses: This module aids research into the kind of courses or training that might be preferred. Courses can be generated from the careers questionnaire, but in addition there is a courses questionnaire option. When looking at courses can choose place preferences, qualifications level and, if looking for HE, entry requirements, type of HEI and type of course. Courses below HE level, when selecting subject area will show list of Local Area Prospectuses for chosen geographical area(s).</p>

Section	Title
4	<p>Get on. Your way: This module allows individuals to add different qualifications they are considering and possible impact on career choices. It brings over the list of qualifications already achieved – from the Skills module – and new ideas can be added. Career ideas can be included as well as those already listed in the Careers module. Yellow triangles with exclamation advise caution and suggest further investigation before proceeding.</p>
5	<p>Plan: Opportunity to write a personal plan with targets and actions required to meet them. Other modules have opportunity to add to this plan as they are worked through.</p>
6	<p>Power Search: Search on Careers, HE Courses and Professional Institutions and level.</p>
7	<p>My Report: View and print final report incorporating major interest preferences, top career suggestions, personal qualities, top course suggestions, chosen qualifications and chosen careers and how they match with the Get on. Your way. Module.</p>
8	<p>Resources: This section contains information sheets on a variety of information related to options, FE and HE, work, training, finance, job hunting and a whole range of other topics such as health, housing and relationships.</p>

Section	Title
9	<p>Surveys: This module is designed for careers co-ordinators/tutors/advisers. It can be used to collect information from students on a variety of topics, including the way in which CEIAG is delivered in school or checking understanding of their next steps and choices.</p>
10	<p>Feedback: This module is for us to receive feedback from users; are there things that could be improved, not quite understood how some of it works? Or maybe the site is wonderful just as it is! Complete the feedback form and let us know – the information received may be used to influence future upgrades of the product.</p>