

CENTURY Wellbeing

What is the Learner Wellbeing Tool?

The Learner Wellbeing Tool is a digital, research-informed tool that helps learners reflect on how they feel and function at their place of learning.

Based on the trusted Student Subjective Wellbeing Questionnaire (SSWQ), developed and validated by Renshaw *et al.*, (2015), it measures four key areas of wellbeing in under five minutes – Joy of Learning, Connectedness, Educational Purpose and Academic Efficacy – in addition to Learner Safety. Learners answer 18 questions about their experiences in education using a four point, self report scale: almost never, sometimes, often and always. The tool provides organisations with powerful insights to support early intervention, track trends, and embed emotional literacy across the learning environment.

Characteristics of the Learner Wellbeing Tool

- Self report
- Total items: 18
- Age range: Post-16
- Readability: Year 3+
- Scales: 5 subscales, 1 total scale
- Completion time: Under 5 minutes

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Understanding Areas of Wellbeing

The Learner Wellbeing Tool measures overall wellbeing, as well as four aspects of subjective wellbeing and safety. Each learner gets an overall wellbeing score, which is a total of JL, C, EP and AE, as well as a score in each wellbeing area and safety. Higher scores indicate higher levels of wellbeing and vice versa.

Wellbeing Area	What It Means
Joy of Learning (JL)	To what extent do learners enjoy learning and experience positive thoughts and emotions when learning?
Connectedness (C)	How well do learners relate to others and feel cared for by others (peers and staff) at their place of learning?
Educational Purpose (EP)	To what extent do learners believe education is meaningful and important?
Academic Efficacy (AE)	To what extent do learners feel confident and successful in their learning?
Learner Wellbeing (LW)	Overall, to what extent do learners feel a sense of wellbeing at their place of learning?

Learner Safety (LS)	How safe do learners feel at their place of learning?
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How are Results Scored?

Scores are produced by simple sum scoring. Each item has a possible score of 1-4, for example, 1 = almost never, 4 = almost always.

For JL, C, EP and AE, subscale scores are produced by summing the scores from the following four individual items. The maximum score for these subscales is 16.

For LS, subscale scores are produced by summing the scores for questions 17 and 18. The maximum score for this subscale is 8.

- JL subscale = items 1 + 5 + 9 + 13
- C subscale = items 2 + 6 + 10 + 14
- EP subscale = items 3 + 7 + 11 + 15
- AE subscale = items 4 + 8 + 12 + 16
- **LW total scale = sum of JL, C, EP, AE**
- LS subscale = items 17 + 18

Average-item scores for each scale can be produced by dividing the scale score by the number of items in the scale:

- **Subscale example.** If the JL scale score = 8, then the average-item score is calculated like this: $8 \text{ (scale score)} / 4 \text{ (\# items in scale)} = 2$.
- **Total scale example.** If the LW total score = 50, then the average-item score is calculated like this: $50 \text{ (scale score)} / 16 \text{ (\# items in scale)} = 3.13$.

JL, C, EP and AE subscale score interpretation ranges:

- 4-5 = *almost never*
- 6-9 = *sometimes*
- 10-13 = *often*
- 14-16 = *almost always*

LS subscale score interpretation ranges:

- 2 = *almost never*
- 3-4 = *sometimes*
- 5-6 = *often*
- 7-8 = *almost always*

LW total scale interpretation

- 16-23 = *almost never*

- 24-39 = *sometimes*
- 40-55 = *often*
- 56-64 = *almost always*

Interpreting Scores

The Learner Wellbeing Tool is intended for use in post-16 educational organisations as a wellbeing progress monitor. It can be used to track trends, highlight at risk learners or evaluate organisation wide wellbeing initiatives. The Learner Wellbeing Tool provides indicators, designed to support your professional judgement and to prompt helpful conversations with learners and other teams.

	What does it measure?	What could low scores indicate?	What factors could be considered?
Joy of Learning	Whether learners enjoy learning and feel interested and engaged in their work.	Boredom or lack of challenge in sessions Sessions don't feel engaging or connected to their interests Worry about making mistakes or not keeping up Stress related to workload, e.g. during exam periods Learners could feel overwhelmed or left behind	Is the learner receiving appropriate opportunities to succeed and be supported (e.g. SEN/D, EAL)? Has something changed in their learning experience? (e.g. new lecturer, increased workload) Could academic pressure be affecting enjoyment?



Connectedness	Whether learners feel they belong, are cared for, and respected at their place of learning.	Feeling isolated or excluded from peers Negative relationships with lecturers Possible bullying or social conflict	Has the learner recently moved from a different course or group or had a period of absence? Are there known friendship issues, bullying reports, or safeguarding concerns? Are timetables, policies and procedures clear and fair for all learners?
Educational Purpose	Whether learners see learning as meaningful and believe it will help them in life.	A sense that their course or certain subjects or lessons are not important Limited interest in careers, aspirations and the future Difficulty connecting learning to real life or their identity	Are links made to real-world experiences? Is this a common theme across a course? Has the learner experienced effective career support? Are there barriers at home or in the community that impact purpose?



Academic Efficacy	Whether learners feel successful and confident in their learning.	Lack of confidence in their academic ability (generally or in specific subjects) Being repeatedly stuck with work in lessons or at home Worries about upcoming coursework deadlines, exams or assessments A fixed mindset ("I'm just not good at this") affecting resilience	Are they recognised for effort as well as academic outcomes? Are mistakes framed as learning rather than failure? Are they receiving timely and positive feedback? Is this learner receiving appropriate support (e.g. SEND, EAL)?
Learner Safety	How safe a learner feels at their place of learning. It is crucial that these responses are addressed quickly.	Feeling physically unsafe (e.g. fear of bullying, violence, chaotic environment) Feeling emotionally unsafe (e.g. worrying, fear of being judged, misunderstood, ignored etc) Not knowing who they can talk to if they are sad, afraid, worried etc.	Does the learner have a 'go to' member of staff they can trust? Are safeguarding and antibullying systems visible and accessible for all learners? Is the learning environment supportive, consistent and predictable?

Flagging System

Wellbeing reports and downloadable CSVs include a flagging system for learners who demonstrate very low scores for overall learner wellbeing and low safety scores. These scores will be flagged if they meet the following criteria:

Low Learner Safety. If the learner has a Learner Safety (LS) total score of 4 or below (*on average, selecting ‘almost never’ or ‘sometimes’ for all responses*).

Very Low Learner Wellbeing. If the learner has an overall Learner Wellbeing (LW) score of 23 or below (*overall wellbeing score falls in the category of ‘almost never’*).

Learner Wellbeing Tool Questions

1. I feel motivated to learn new things on my course.
2. I feel like I belong at my place of learning.
3. I feel like the things I do here are important.
4. I am a successful learner.
5. I am really interested in the things I am learning.
6. I can really be myself here.
7. I believe education and training is important and should be taken seriously.
8. I am proud of the work I do on my course.
9. I enjoy working in my group.
10. I feel that people here care about me.
11. I feel it is important to do well on my course.
12. I do well in my course face-to-face / group work.
13. I feel happy while learning on my course.
14. I feel respected by the people here.
15. I believe that things I'm learning will help me in my career or future.
16. I get good marks for my work.
17. I know who to speak to if I have a concern or need support.
18. I feel safe and comfortable in the place I learn.