

Bristol Zoo Gardens Conservation and Education Survey 2005

Report

Produced 2006



Prepared on behalf of Bristol Zoo by:

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Executive Summary

- The most popular education sessions were Rainforests (13%), Minibeasts (12%) and Conservation (11%).
- Xanthe had the highest level of returned surveys (25%) closely followed by Debbie (21%) and Dave (21%).
- The majority of respondents had heard about the Conservation Education Centre through either previous experience/visits (52%) information direct from the Zoo itself (17%), or recommendations from others (14%).
- The hands-on element of the sessions appeared to be a by far the most recurrent response in regards to the best part of the session (63%), followed by the use of the camera/Videos (10%).
- The most frequent suggestions as to how the sessions could be improved were; increase the number of animals/ more hands on (28%), more direct and/or detailed content (17%) and nothing (13%).
- The vast majority of respondents felt that it was very likely that they would return for another session after their experience in the previous educational session (90%). The majority of respondents, (66%), felt that they would only bring a group to the Zoo if they could book future sessions for them.
- The majority of respondents felt that the session met the National Curriculum requirements for Science (66%), Geography (19%) and English (16%).
- The most frequently observed response suggested that respondents generally considered the session content as excellent (38%). The mean rating for session content was 8.9 out of a possible 10.
- The average rating for the presentation was 9.1 out of a possible 10. A substantial proportion of respondents felt that the presentation was excellent (48%).
- Generally respondents felt that the length of the session was about right (85%), with the vast majority also feeling that the level of the presentation was about right (98%).
- The majority of respondents felt that Bristol Zoo was doing very well in achieving their mission through conservation work within the Zoo (56%) and conservation education (60%).
- A sizable proportion of respondents were studying either for Key Stage 1 (30%) or Key Stage 3 (30%). Fewer Key Stage 4 groups visited than any other (3%).
- The majority of respondents had come from primary schools (54%), a higher proportion of responses in October than any other month (19%).

Cross Tabulations by Staff Member

- 100% of respondents whose education session was taken by Simon felt they were very likely to return for another session, similarly 97% of respondents whose session was taken by Xanthe and 92% whose session was taken by Dave felt they were very likely to book another session again.
- Xanthe had the highest instance of visitors who would only bring a group to the Zoo if they could book a session (75%), the majority of respondents regardless of who took their session would only bring a group if they could book a session for them.
- The majority of Claudys' (57%) and Xanthes' (53%) groups felt that their session helped meet the national curriculum requirements for science. Simon received the highest amount of responses for satisfying the national curriculum requirement for geography.
- The majority of Simons' groups gave the session content an excellent rating (60%). The most frequent response for all staff members was an excellent rating.
- The majority of Simons' groups (80%), Andys' groups (60%) and Claudys' groups (55%), deemed the presentation as excellent, this was also the most frequent response for all other staff members.
- The majority of respondents for all members of staff felt that the length and level of the session was about right.

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1.1. Education Session

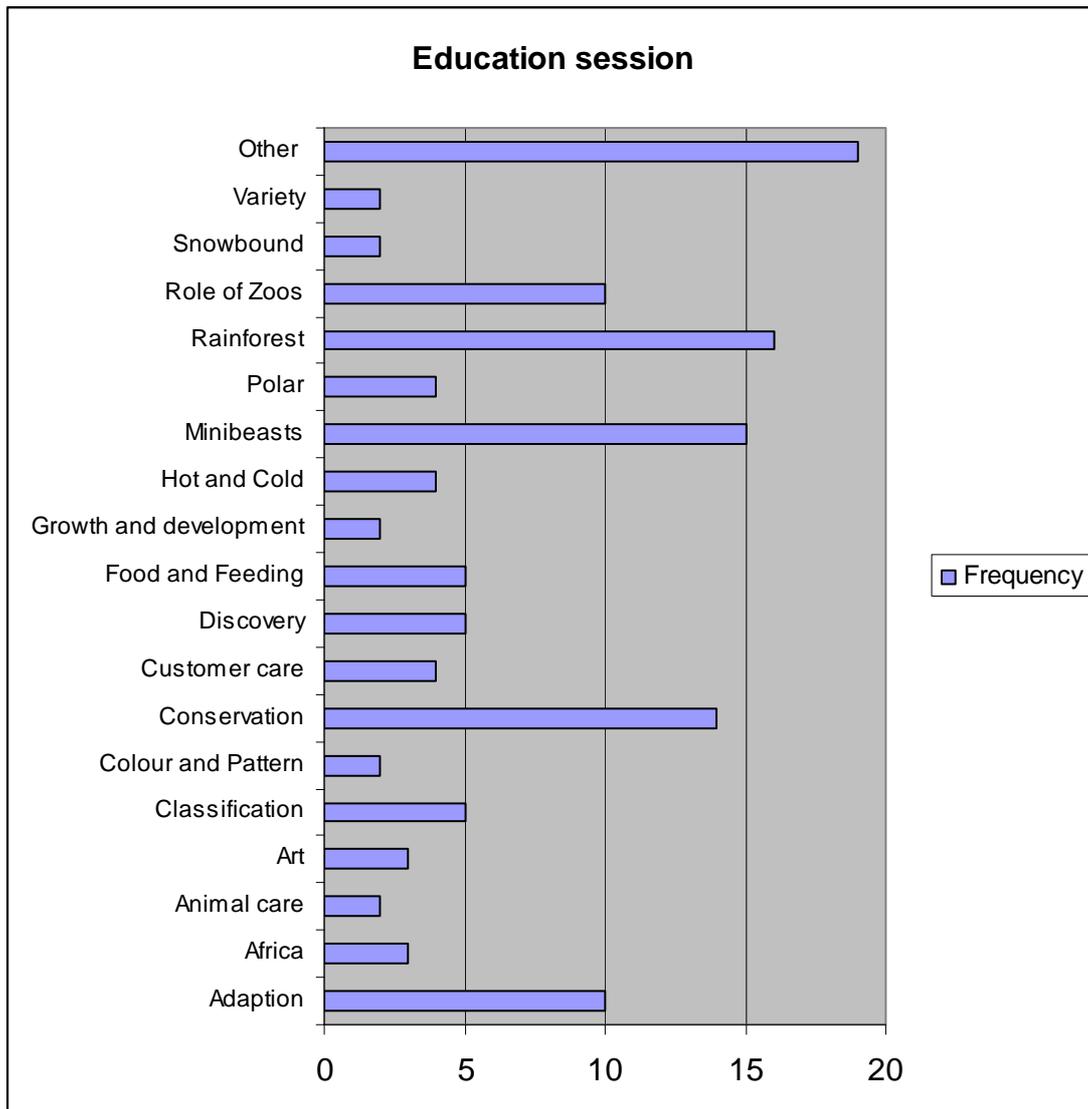
The most popular education sessions attended by respondents were Rainforests (13%), Minibeasts (12%) and Conservation (11%). Adaptation and the Role of Zoos also appeared popular education sessions being attended by 8% of respondents respectively. [Tab.1, Fig.1.]

	Frequency	Percent (%)
Adaptation	10	7.9
Africa	3	2.4
Animal care	2	1.6
Art	3	2.4
Classification	5	3.9
Colour and Pattern	2	1.6
Conservation	14	11.0
Customer care	4	3.1
Discovery	5	3.9
Food and Feeding	5	3.9
Growth and development	2	1.6
Hot and Cold	4	3.1
Minibeasts	15	11.8
Polar	4	3.1
Rainforest	16	12.6
Role of Zoos	10	7.9
Snowbound	2	1.6
Variety	2	1.6
Other	19	14.9
Total	127	100.0

Other Education Sessions attended (Question 1, Verbatim):

- Animal interaction
- Animal learning
- Animal welfare
- Behaviour
- Behaviour study feedback
- Bugs and reptiles
- Customer care and marketing
- Enclosure design and environment
- Endangered species
- Habitats
- Hands-on
- Marketing
- Marketing and customer care
- Movement
- Mix of 5
- Nocturnal animals
- Observable animal communication
- Senses
- Skeletons

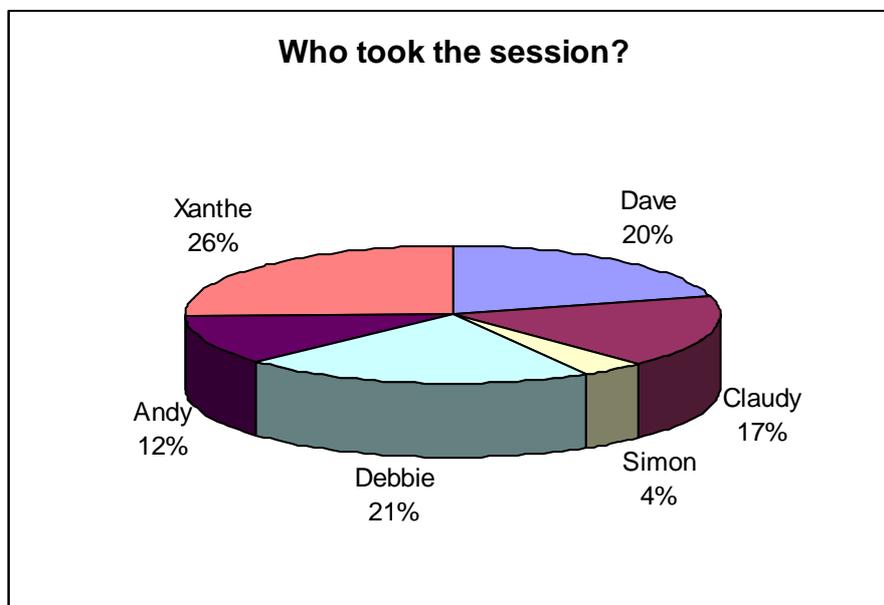
Figure 1: Education session/ Talk & Walk attended



Xanthe had the highest level of returned surveys (25%) closely followed by Debbie (21%) and Dave (21%), Simon took the least sessions (4%). [Tab. 2, Fig. 2]

Table 2: Who took the session?		
	Frequency	Percent (%)
Xanthe	32	25.2
Debbie	27	21.3
Dave	26	20.5
Claudy	22	17.3
Andy	15	11.8
Simon	5	3.9
Total	127	100

Figure 2: Who took the session?

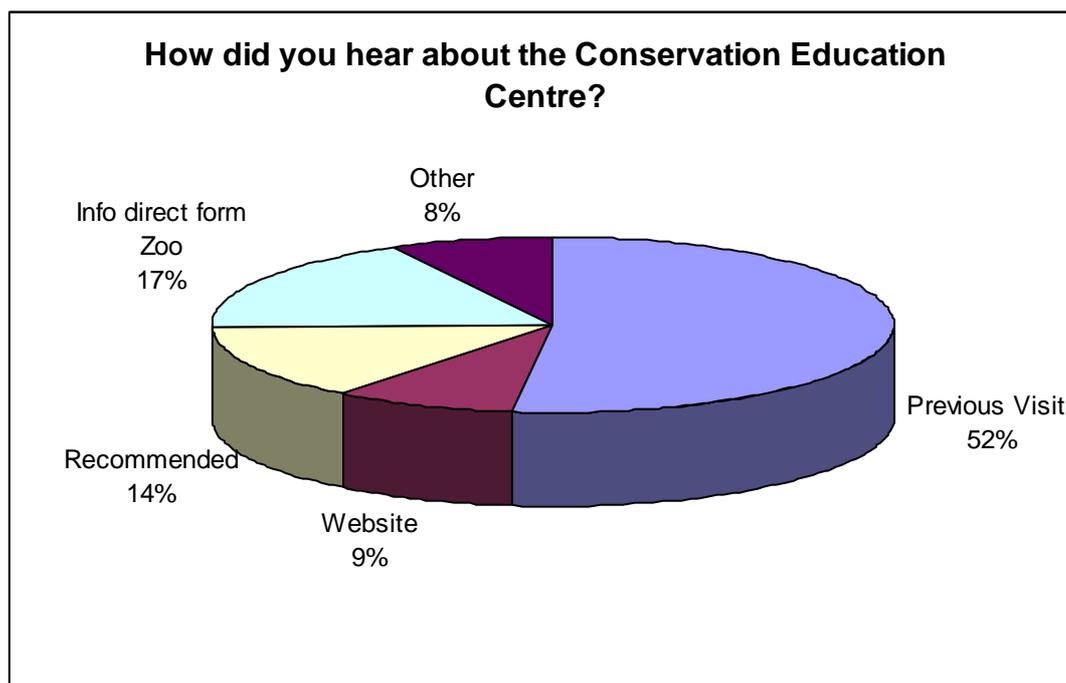


1.2. Information Sources

The majority of respondents had heard about the Conservation Education Centre through previous experience/visits (52%), other popular methods included information direct from the Zoo itself, including leaflets and promotional material (17%) and recommendations from others, including other schools, parents and colleagues (14%). [Tab.3, Fig.3]

Table 3: How did you hear about the Conservation Education Centre		
	Frequency	Percent (%)
Previous Visits	66	52.0
Website	11	8.7
Recommended	18	14.2
Info direct form Zoo	22	17.3
Other	10	7.9
Total	127	100.0

Figure 3: Information Sources

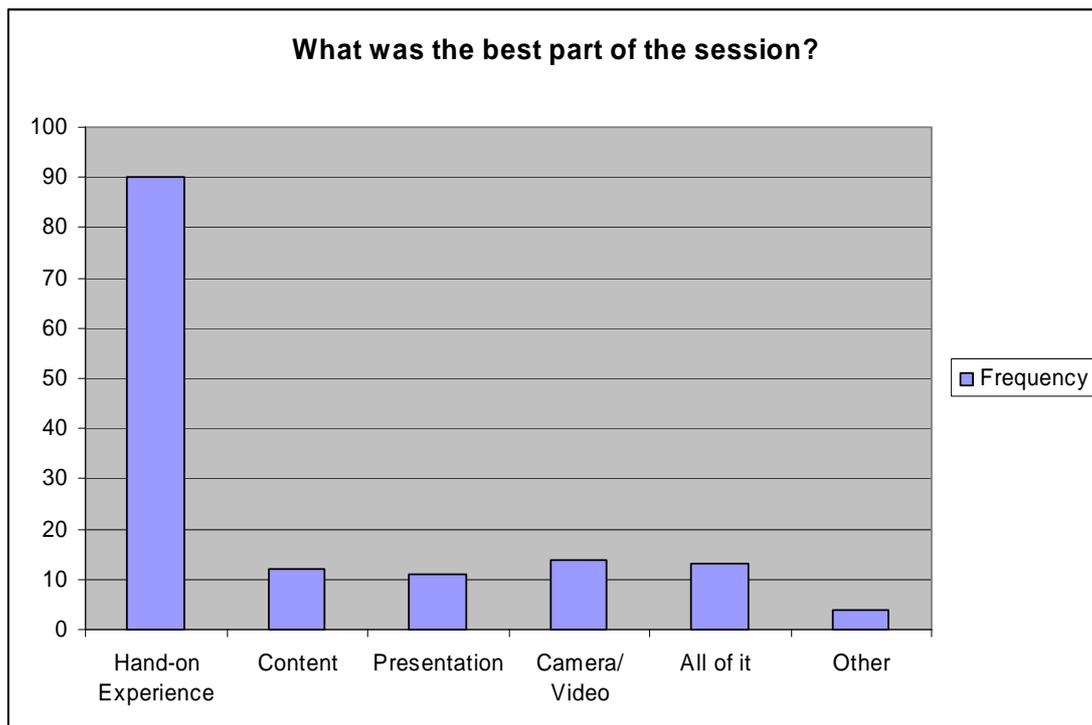


1.3. Experience

Best Aspects: The majority of respondents felt that the hand-on experience of touching the animals and artefacts were the best aspects of the session (63%). Other frequent responses included the use of the camera, video and microscope (10%) and generally all aspects of the session (9%). [Tab.4, Fig.4.]

	Frequency	Percent (%)
Hand-on Experience	90	62.5
Content	12	8.3
Presentation	11	7.6
Camera/ Video	14	9.7
All of it	13	9.0
Other	4	2.8
Total	144	100

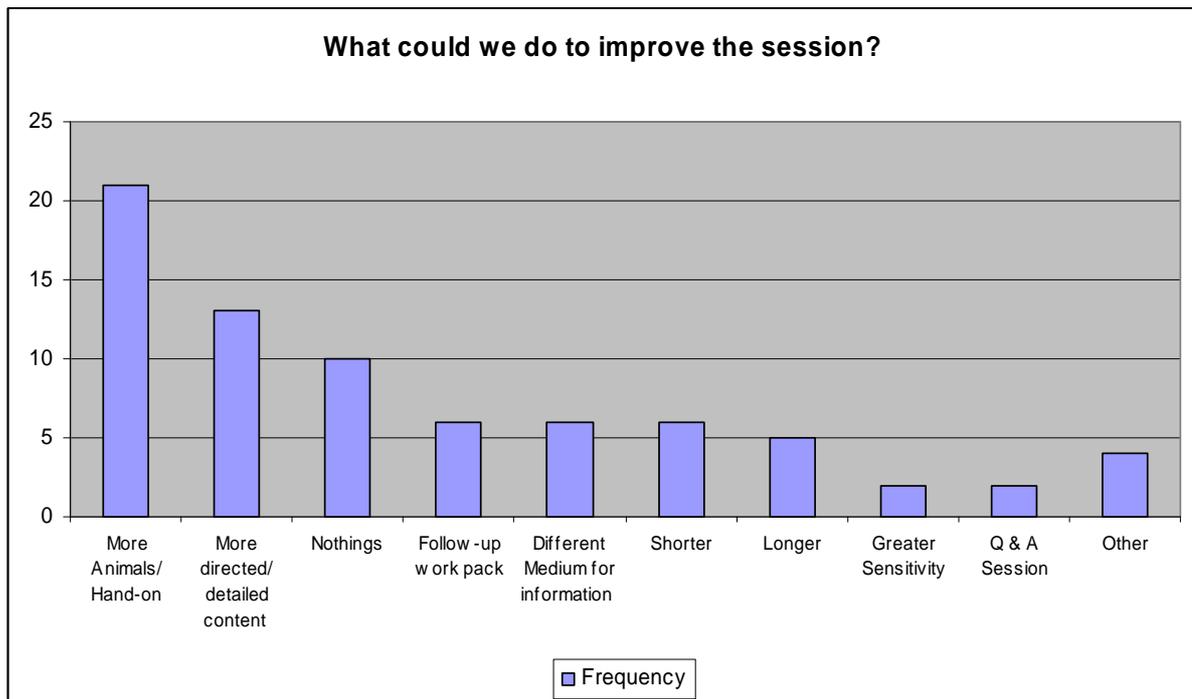
Figure 4: Best Aspects



Improvements: The most frequent response for possible improvements was to increase the amount of hand-on activities and animals (28%), closely followed by more direct/detailed content (17%). 13% of respondents felt that nothing needed improving. [Tab.5, Fig.5.]

Table 5: What Could we do to improve the session?		
	Frequency	Percent (%)
More Animals/ Hand-on	21	28.0
More directed/ detailed content	13	17.3
Nothing	10	13.3
Follow-up work pack	6	8.0
Different Medium for information	6	8.0
Shorter	6	8.0
Longer	5	6.7
Greater Sensitivity	2	2.7
Q & A Session	2	2.7
Other	4	5.3
Total	75	100

Figure 5: Session Improvements

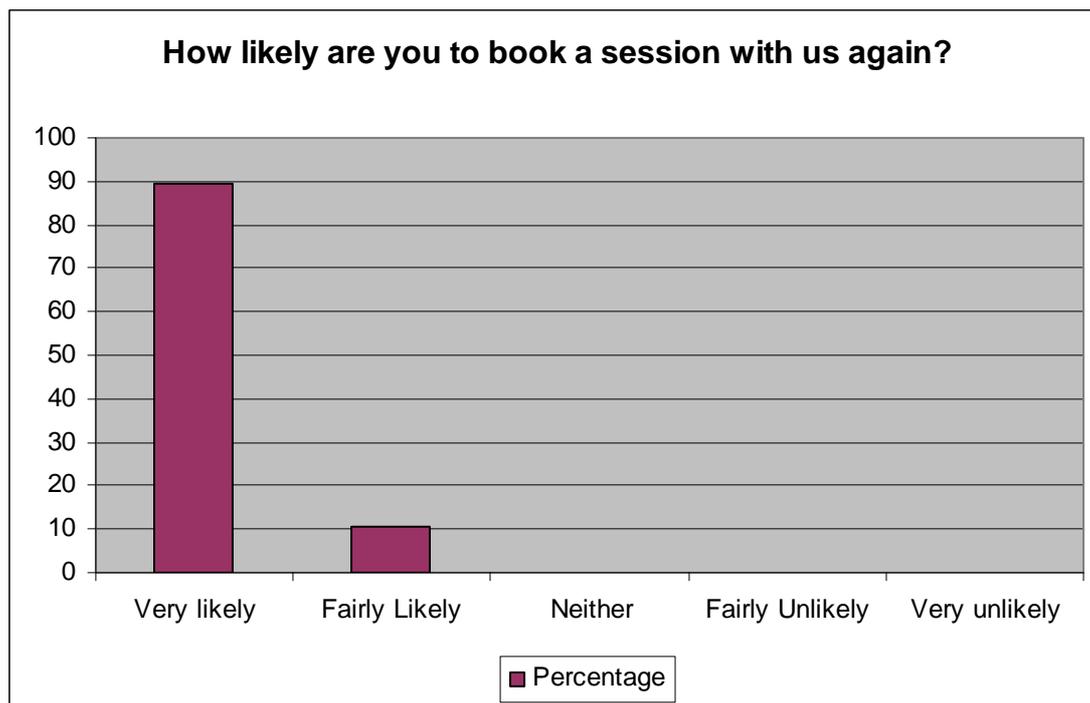


1.4. Future Sessions

In light of this session: The vast majority of respondents felt that it was very likely that they would return for another session after their experience in the previous educational session (90%). The remaining respondents felt that it was fairly likely that they would return for future sessions. No respondent felt that they would not return as a consequence of their experiences. [Tab.6, Fig.6.]

Table 6: In light of this session how likely are you to book a session with us again?		
	Frequency	Percent (%)
Very likely	111	89.5
Fairly Likely	13	10.5
Neither	0	0
Fairly Unlikely	0	0
Very unlikely	0	0
Total	124	100

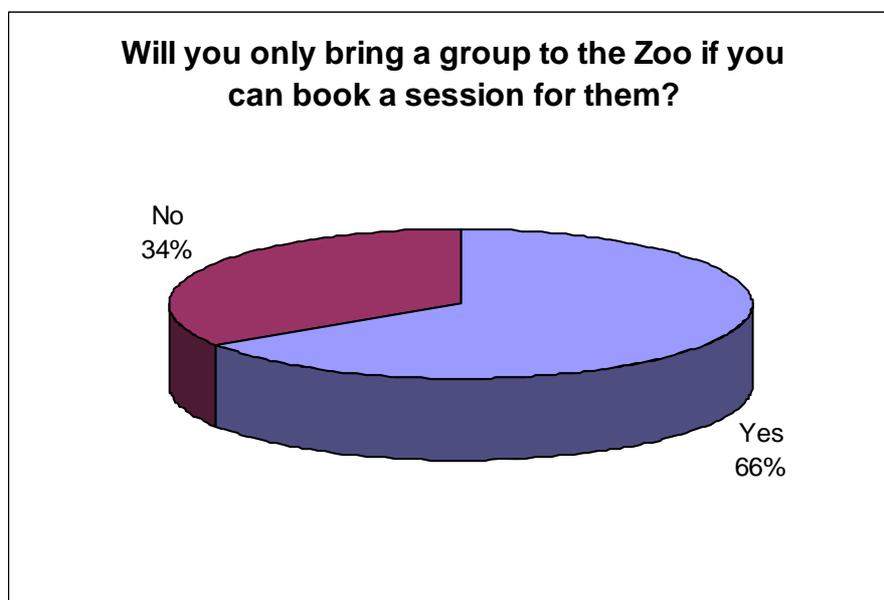
Figure 6: Future Sessions



Booking sessions: The majority of respondents, (66%), felt that they would only bring a group to the Zoo if they could book future sessions for them.
[Tab.7, Fig.7]

Table 7: Will you only bring a group to the Zoo if you can book a session for them?		
	Frequency	Percent (%)
Yes	81	65.9
No	42	34.1
Total	123	100

Figure 7: Booking sessions

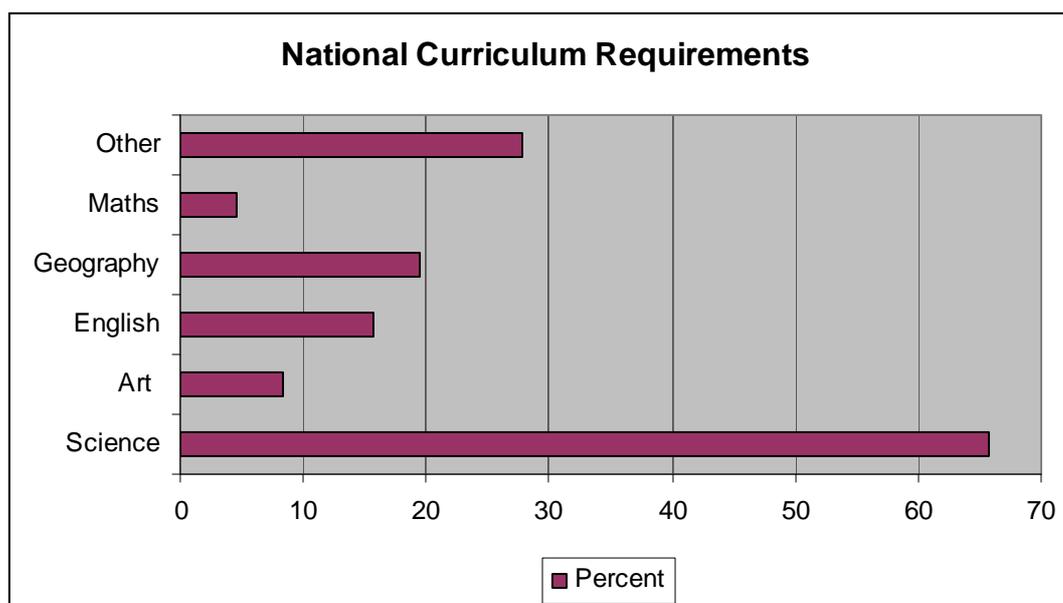


1.5. National Curriculum Requirements

The majority of respondents felt that the session met the National Curriculum requirements for Science (66%). A proportion of respondents also felt that the session met the National Curriculum requirement for Geography (19%) and English (16%). [Tab.8, Fig.8]

	Frequency	Percent (%)
Science	71	65.7
Art	9	8.3
English	17	15.7
Geography	21	19.4
Maths	5	4.6
Other	30	27.8

Figure 8: Did your session help meet the National Curriculum requirement?



**Did you session help meet the National Curriculum requirement?
(Question 7, other, Verbatim)**

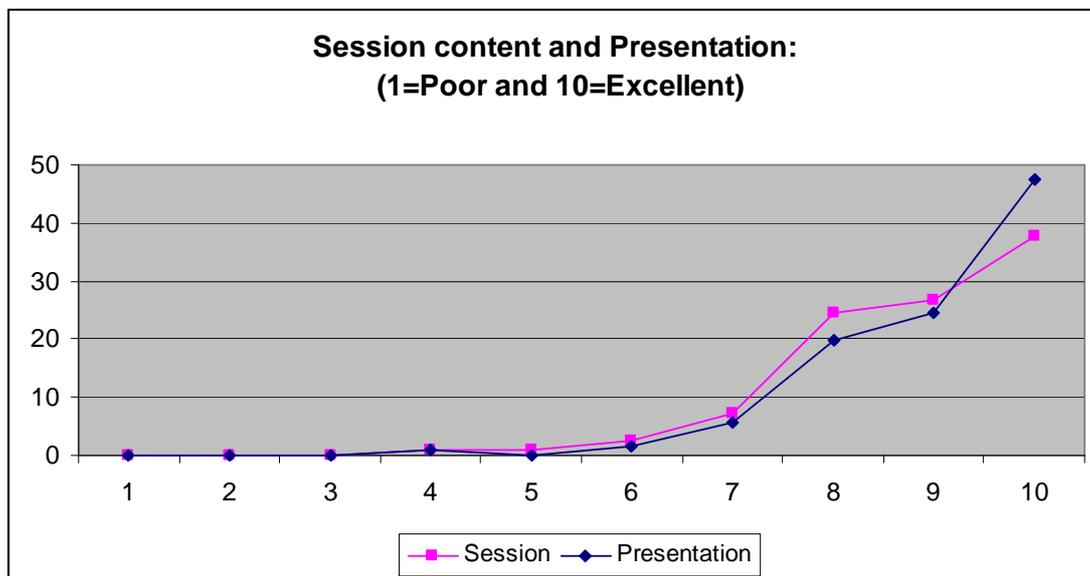
- Fitted well with cub scout programme
- Physical development / personal and social development
- Friends to animals/conservation/brownie badges
- BND & BFD travel and tourism
- Knowledge and understanding of the world
- Appropriate for leisure and tourism. Leisure studies students
- Leisure and tourism
- Only wanted a fun information session
- Foundation stage curriculum
- We are foundation stage - reception and it met many of the areas in the profile.
- Knowledge and understanding of the world
- knowledge and understanding
- Soc ed
- Citizenship - Global awareness
- Citizenship
- Foundation stage curriculum
- I.C.T we want a camera
- PSHE
- PSHE/Citizenship
- PSHE
- Btec Animal Management
- NAT DIP (level 3) Approximations
- Not Nat. Curr. but met outcomes for F.D.A.C
- Knowledge and Understanding of the world
- AS Travel and Tourism. GNVQ Leisure and Tourism Intermediate
- Travel and tourism
- Knowledge and understanding of the world
- Btec Animal Management
- Leisure studies.

1.6. Satisfaction.

Session Content: The most frequently observed response would suggest that respondents generally considered the session content as excellent (38%). Assuming 5 to be an average rating, there were only two respondents who regarded the session content as average or below, therefore the majority (98%) of respondents considered the session content as above average. The mean rating for session content was 8.9 out of a possible 10. [Tab.9, Fig.9]

Table 9: Please give us marks out of 10 for the following: Session Content		
<i>1= poor and 10= excellent</i>	Frequency	Percent (%)
1	0	0
2	0	0
3	0	0
4	1	0.8
5	1	0.8
6	3	2.4
7	9	7.1
8	31	24.4
9	34	26.8
10	48	37.8
Total	127	100
Ave. Rating		8.9/10

Figure 9: Session Content and Presentation satisfaction ratings



Presentation: The average rating for presentation was 9.1 out of a possible 10. A substantial proportion of respondents felt that the presentation was excellent (48%). There was only a single instance of a below average (below 5) rating of the presentation. Generally, respondents felt the presentation was of a high standard, with the majority of respondents considering it above average (99%). [Tab.10, Fig.9]

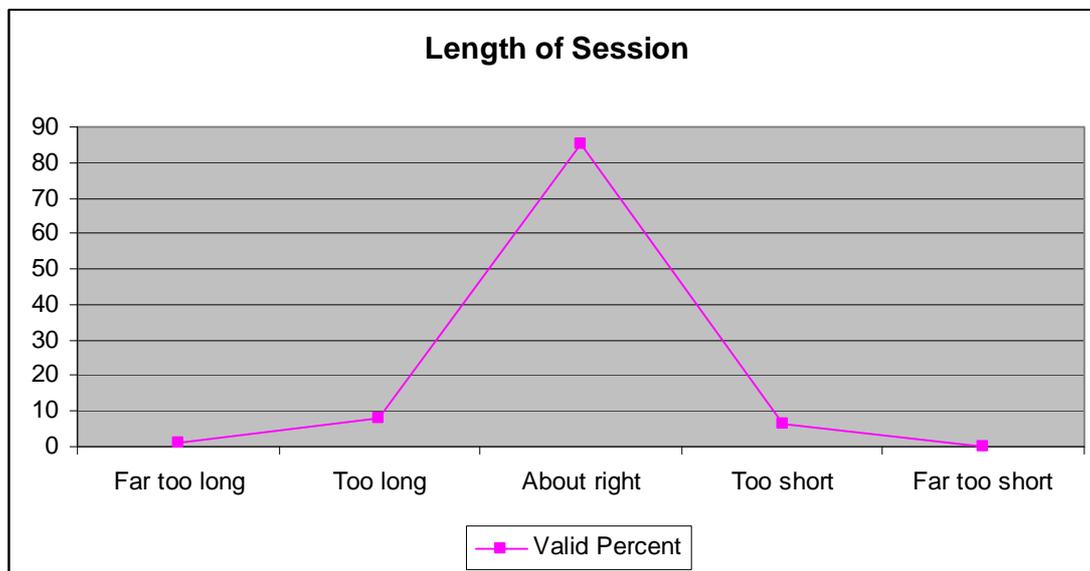
Table 10: Please give us marks out of 10 for the following: Presentation		
1= poor and 10= excellent	Frequency	Percent (%)
1	0	0
2	0	0
3	0	0
4	1	0.8
5	0	0.0
6	2	1.6
7	7	5.6
8	25	19.8
9	31	24.6
10	60	47.6
Total	126	100
Ave rating		9.1

1.7. Length and Level of Session

Length of Session: Generally respondents felt that the length of the session was about right (85%), with only 8% feeling that it is too long and 6% considering it too short. [Tab.11, Fig.10]

	Frequency	Percent (%)
Far too long	1	0.8
Too long	10	7.9
About right	108	85
Too short	8	6.3
Far too short	0	0
Total	127	100

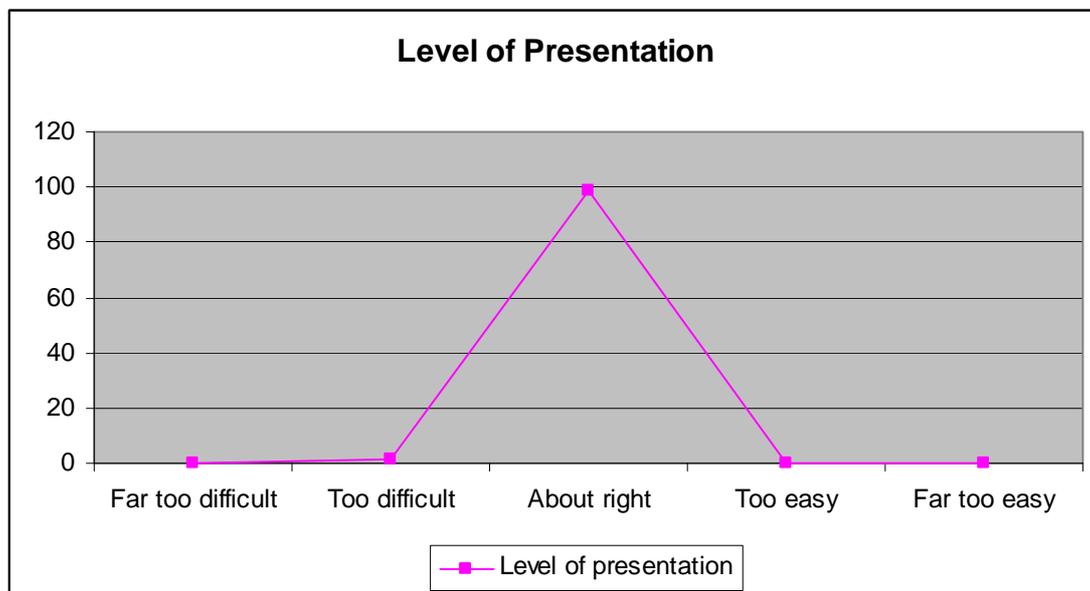
Figure 10: Please rate the length of the session



Level of Presentation: The vast majority felt that the level of the presentation was about right (98%) with only two respondents considering it too difficult. [Tab.12, Fig.11]

Table 12 : Level of Presentation		
	Frequency	Percent (%)
Far too difficult	0	0
Too difficult	2	1.6
About right	122	98.4
Too easy	0	0.0
Far too easy	0	0.0
Total	124	100.0

Figure 11: Please rate the level of the session

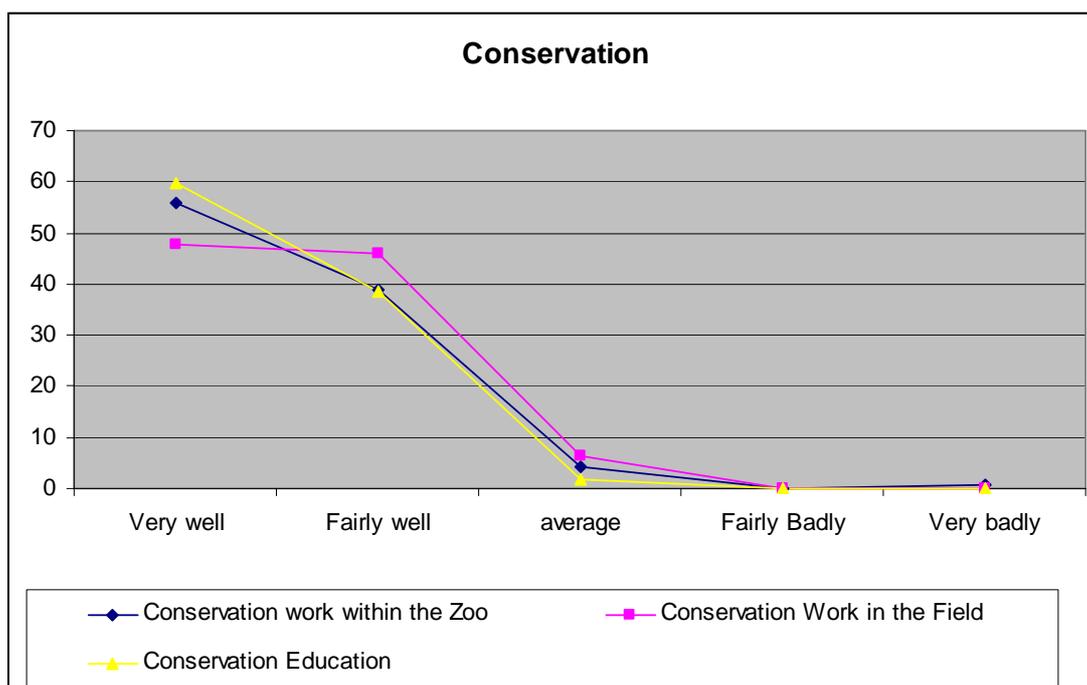


1.8. Conservation

The majority of respondents felt that Bristol Zoo were doing very well in achieving their mission through conservation work within the Zoo (56%) and conservation education (60%). A large proportion also believed this to be the case for conservation work in the field (48%), although it is worth noting that many participants felt that they were unable to comment on this aspect due to lack of knowledge. [Tab.13, Fig.12]

	Conservation work within the Zoo (%)	Conservation Work in the Field (%)	Conservation Education (%)
Very well	56.5	47.9	59.7
Fairly well	39.1	45.8	38.7
average	4.3	6.3	1.7
Fairly Badly	0.0	0	0
Very badly	0.0	0	0

Figure 12: Conservation

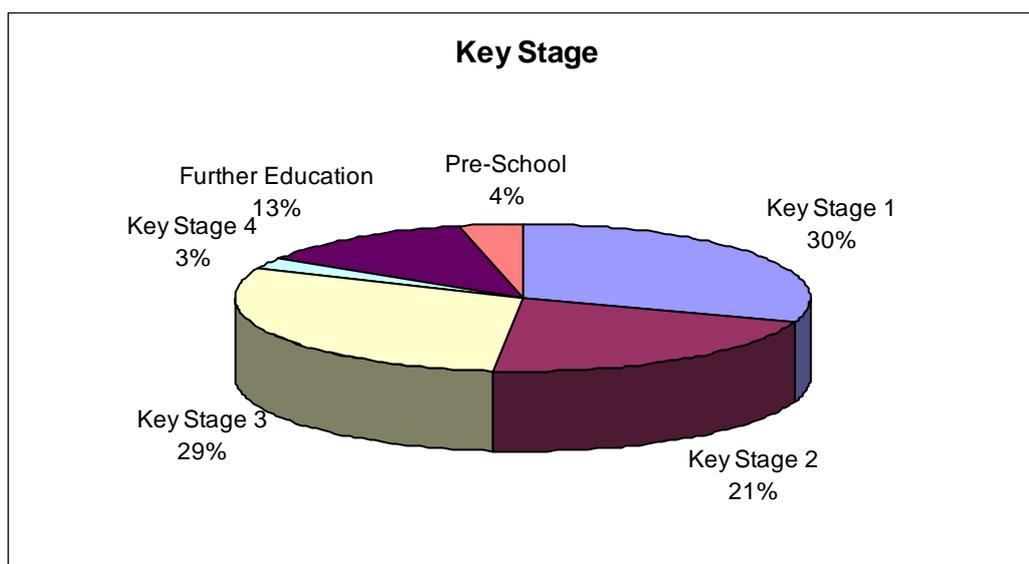


1.9. Visitor Demographics

Key Stage: A sizable proportion of respondents were studying either for Key Stage 1 (30%) or Key Stage 3 (30%). Fewer Key Stage 4 groups visited than any other (3%). [Tab.14, Fig.13.]

	Frequency	Percent (%)
Key Stage 1	34	30.4
Key Stage 2	24	21.4
Key Stage 3	33	29.5
Key Stage 4	3	2.7
Further Education	14	11.6
Pre-School	4	4.5
Total	112	100

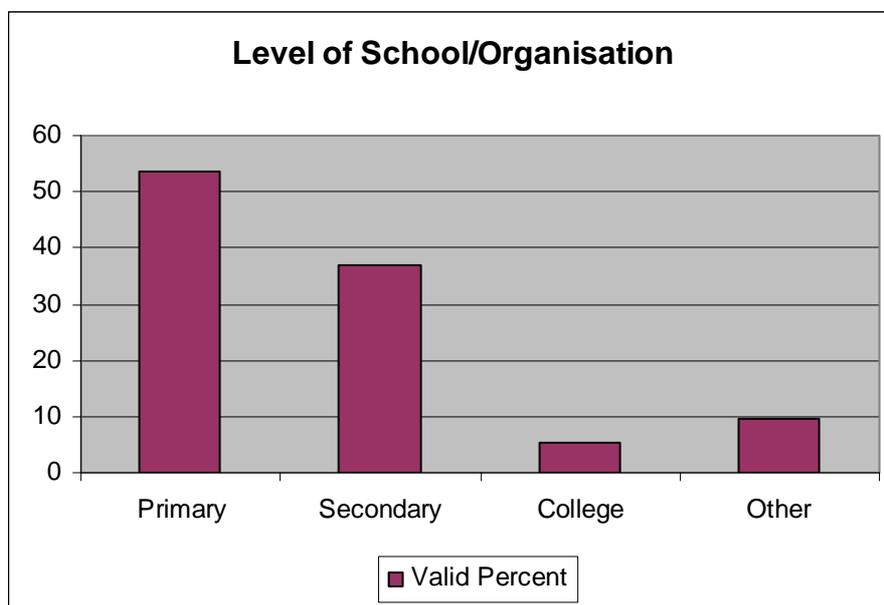
Figure 13: Age of Students (Key Stage)



Level of organisation: The majority of respondents had come from primary schools (54%), with the second most common level of organisation being secondary schools (37%). [Tab.15, Fig.14.]

Table 15: Level of School/ Organisation		
	Frequency	Percent (%)
Primary	51	53.7
Secondary	35	36.8
College	5	5.3
Other	9	9.5

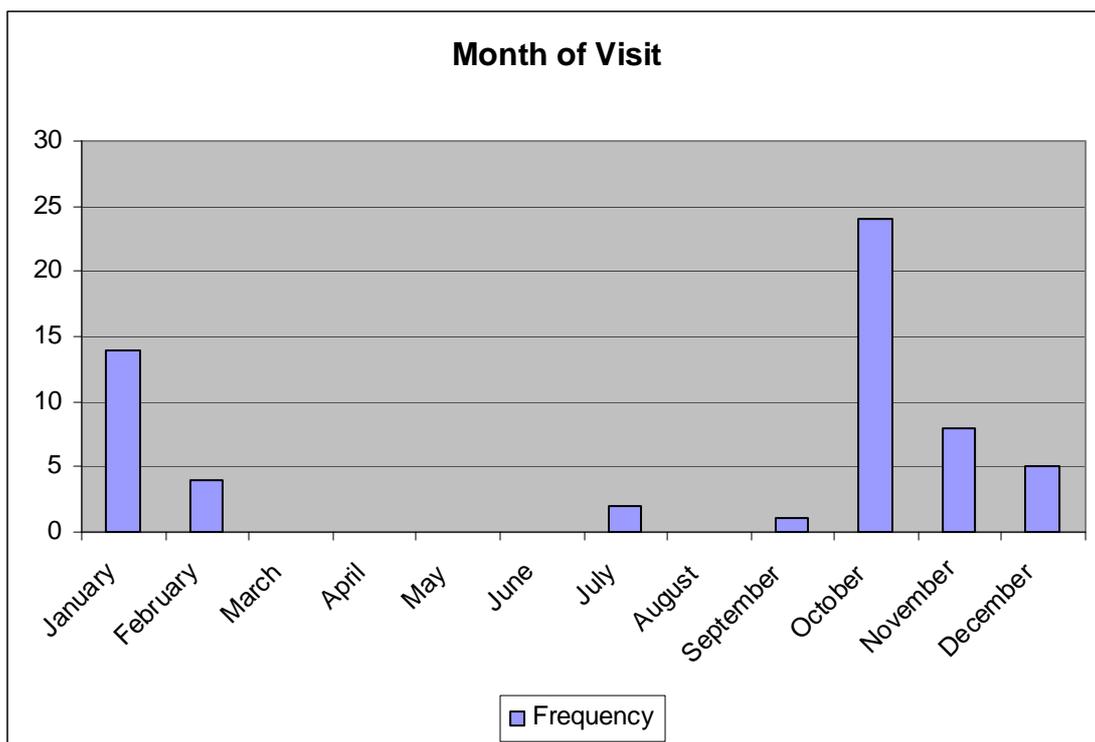
Figure 14: Level of Organisation



Month of Visit: A higher proportion of respondents visited in October than any other month (19%), followed by January (11%). [Tab.16, Fig.15.]

Table 16: Month of Visit		
	Frequency	Percent (%)
January	14	11.0
February	4	3.1
March	0	0.0
April	0	0.0
May	0	0.0
June	0	0.0
July	2	1.6
August	0	0.0
September	1	0.8
October	24	18.9
November	8	6.3
December	5	3.9

Figure 15: Month of Visit

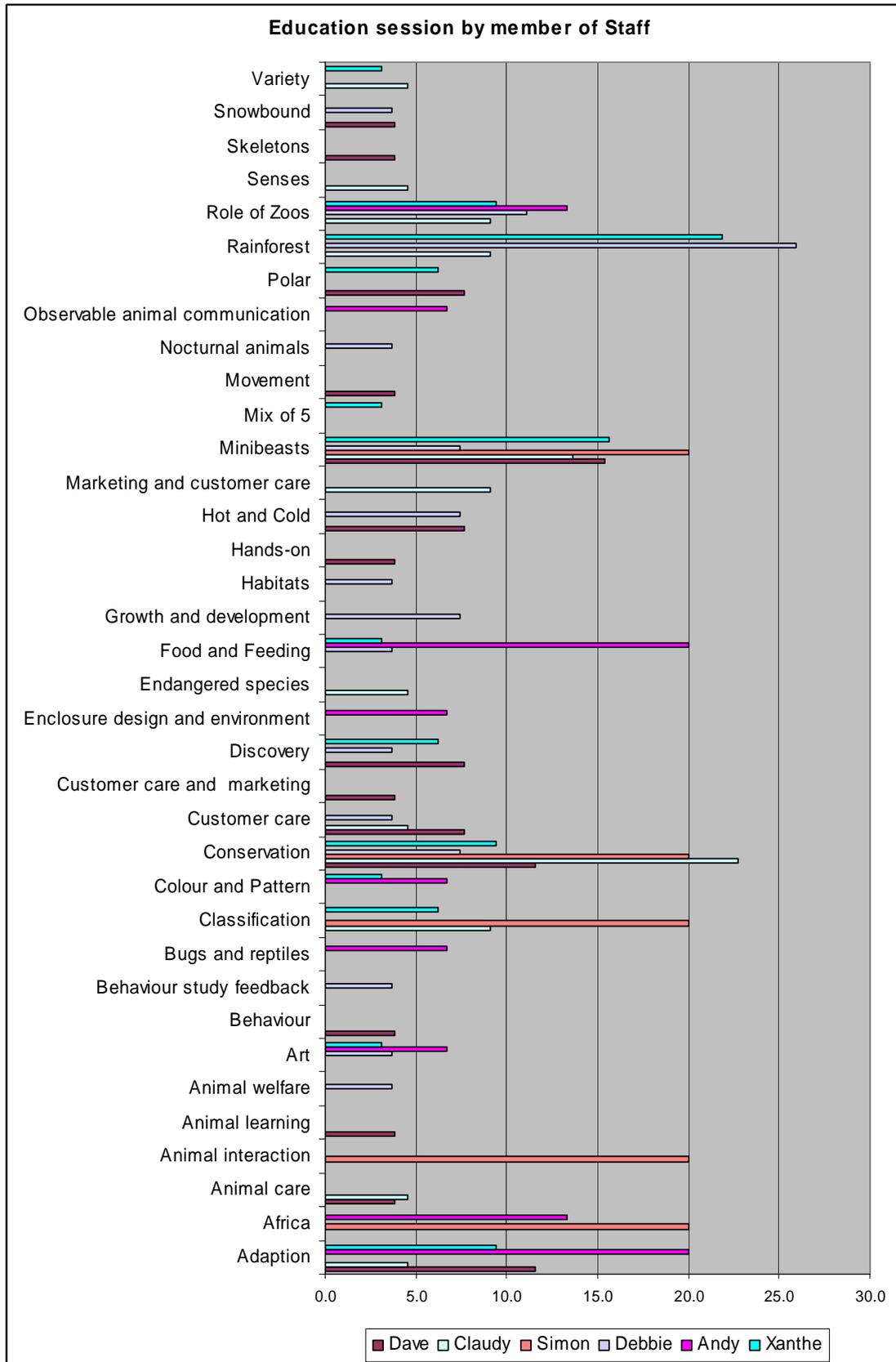


2: Cross Tabulation by Member of Staff

2.1. Education Session (note: sample size is very small)

Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Adaptation	3	11.5	1.0	4.5	0.0	0.0	0.0	0.0	3.0	20.0	3.0	9.4
Africa	0	0.0	0.0	0.0	1.0	20.0	0.0	0.0	2.0	13.3	0.0	0.0
Animal care	1	3.8	1.0	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Animal interaction	0	0.0	0.0	0.0	1.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
Animal learning	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Animal welfare	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
Art	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	1.0	6.7	1.0	3.1
Behaviour	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Behaviour study feedback	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
Bugs and reptiles	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	6.7	0.0	0.0
Classification	0	0.0	2.0	9.1	1.0	20.0	0.0	0.0	0.0	0.0	2.0	6.3
Colour and Pattern	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	6.7	1.0	3.1
Conservation	3	11.5	5.0	22.7	1.0	20.0	2.0	7.4	0.0	0.0	3.0	9.4
Customer care	2	7.7	1.0	4.5	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
Customer care and marketing	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Discovery	2	7.7	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	2.0	6.3
Enclosure design and environment	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	6.7	0.0	0.0
Endangered species	0	0.0	1.0	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Food and Feeding	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	3.0	20.0	1.0	3.1
Growth and development	0	0.0	0.0	0.0	0.0	0.0	2.0	7.4	0.0	0.0	0.0	0.0
Habitats	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
Hands-on	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hot and Cold	2	7.7	0.0	0.0	0.0	0.0	2.0	7.4	0.0	0.0	0.0	0.0
Marketing and customer care	0	0.0	2.0	9.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Minibeasts	4	15.4	3.0	13.6	1.0	20.0	2.0	7.4	0.0	0.0	5.0	15.6
Mix of 5	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	3.1
Movement	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Nocturnal animals	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
Observable animal communication	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	6.7	0.0	0.0
Polar	2	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	6.3
Rainforest	0	0.0	2.0	9.1	0.0	0.0	7.0	25.9	0.0	0.0	7.0	21.9
Role of Zoos	0	0.0	2.0	9.1	0.0	0.0	3.0	11.1	2.0	13.3	3.0	9.4
Senses	0	0.0	1.0	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Skeletons	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Snowbound	1	3.8	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
Variety	0	0.0	1.0	4.5	0.0	0.0	0.0	0.0	0.0	0.0	1.0	3.1
Total	26	100.0	22	100.0	5	100.0	27	100.0	15	100.0	32	100.0

Figure 16: Education session by member of staff

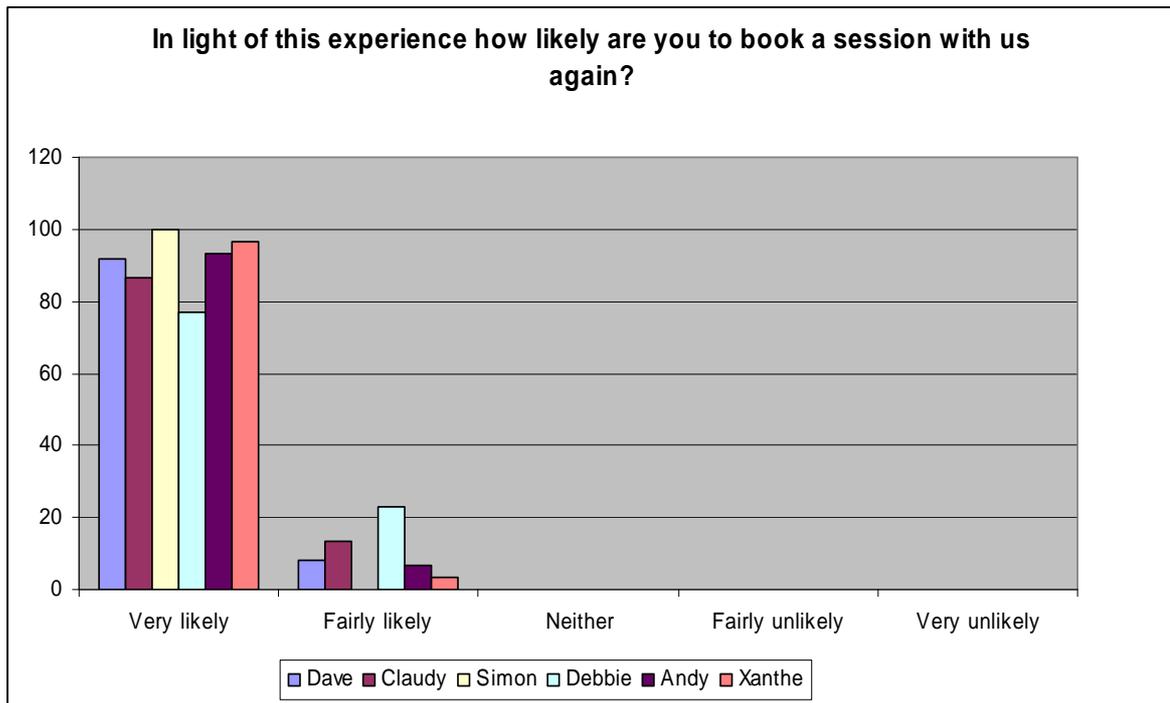


2.2: Future Sessions

Table 18: In light of this experience how likely are you to book a session with us again?

	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
Base: All (#)	<i>f</i>	Valid %	<i>f</i>	Valid %	<i>f</i>	Valid %	<i>f</i>	Valid %	<i>f</i>	Valid %	<i>f</i>	Valid %
Very likely	23	92.0	19.0	86.4	5.0	100.0	20.0	76.9	14.0	93.3	30.0	96.8
Fairly likely	2	8.0	3.0	13.6	0.0	0.0	6.0	23.1	1.0	6.7	1.0	3.2
Neither	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Fairly unlikely	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Very unlikely	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	25	100.0	22	100.0	5	100.0	26	100.0	15	100.0	31	100.0

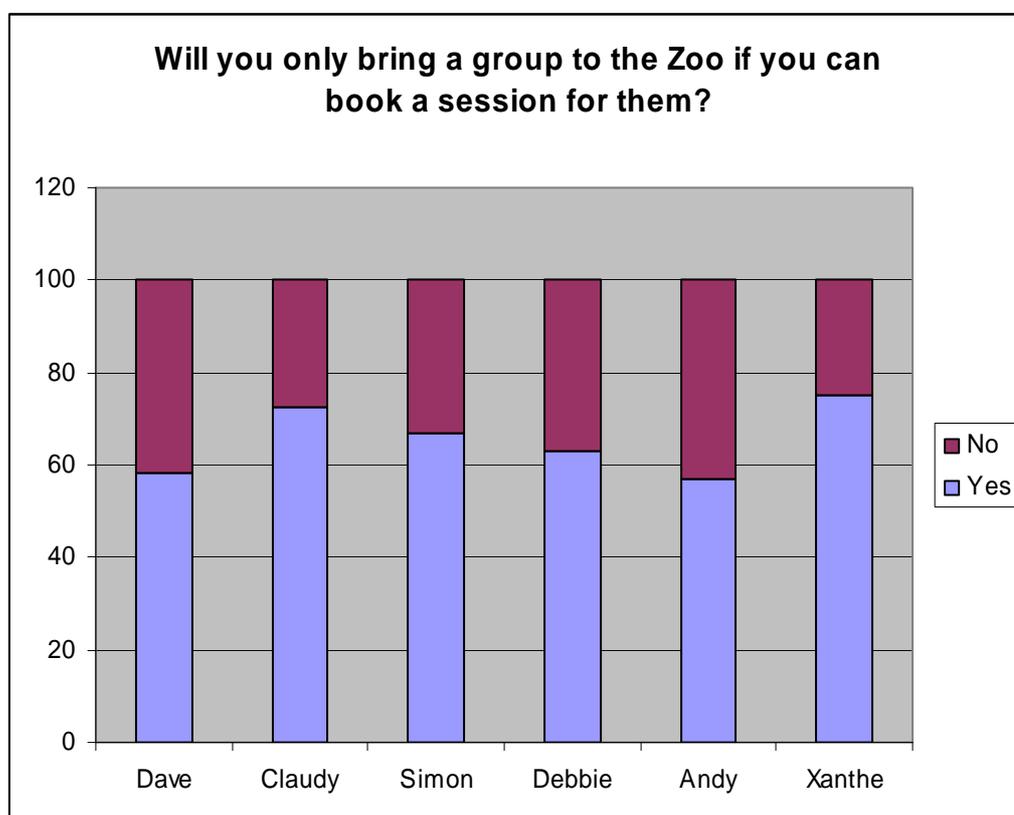
Figure 17: Future sessions by Staff Member



Booking sessions: Xanthe had the highest instance of visitors who would only bring a group to the Zoo if they could book a session (75%). The majority of respondents regardless of who took their session would only bring a group if they could book a session for them. [Tab. 19, Fig. 18]

Table 19: Will you only bring a group to the Zoo if you can book a session for them?												
Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Yes	14	58.3	16.0	72.7	2.0	66.7	17.0	63.0	8.0	57.1	24.0	75.0
No	10	41.7	6.0	27.3	1.0	33.3	10.0	37.0	6.0	42.9	8.0	25.0
Total	24	100.0	22	100.0	3	100.0	27	100.0	14	100.0	32	100.0

Figure 18: Booking future sessions

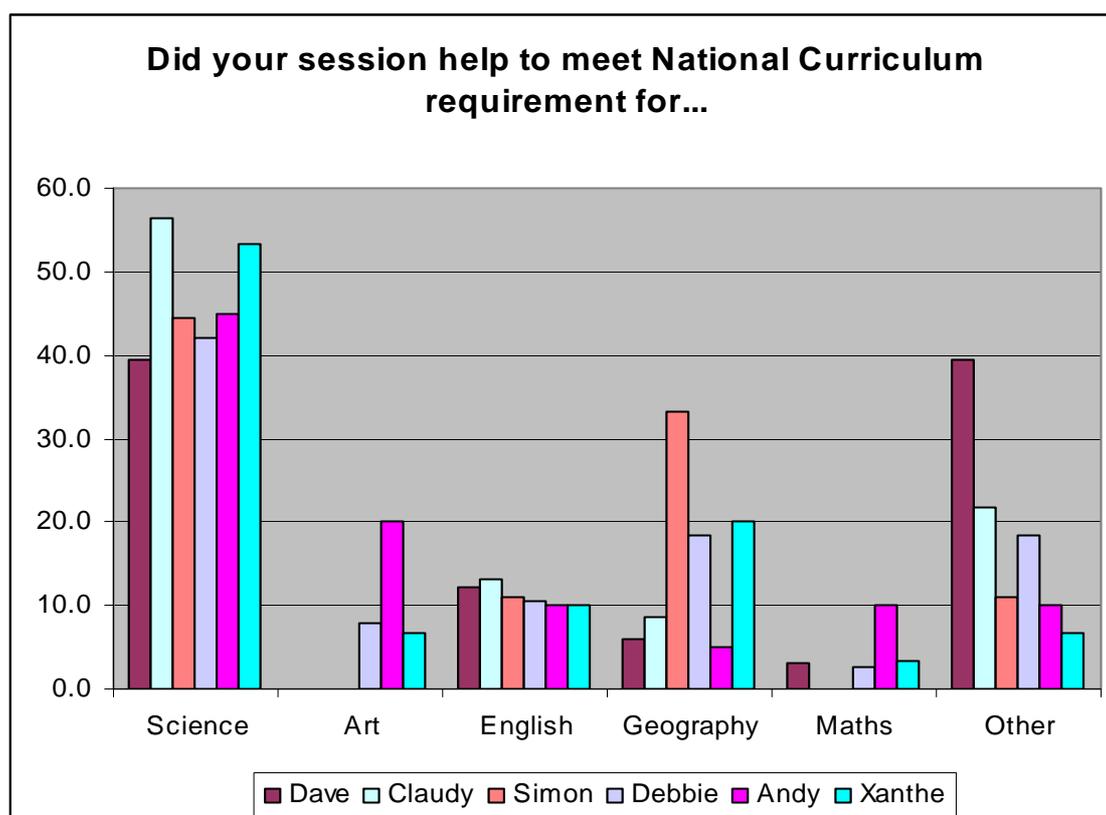


2.3. National Curriculum Requirements

The majority of Claudy's (57%) and Xanthe's (53%) groups felt that their session helped meet the national curriculum requirements for science. Simon received the highest amount of responses for satisfying the national curriculum requirement for geography. [Tab.20, Fig.19]

Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Science	13	39.4	13.0	56.5	4.0	44.4	16.0	42.1	9.0	45.0	16.0	53.3
Art	0	0.0	0.0	0.0	0.0	0.0	3.0	7.9	4.0	20.0	2.0	6.7
English	4	12.1	3.0	13.0	1.0	11.1	4.0	10.5	2.0	10.0	3.0	10.0
Geography	2	6.1	2.0	8.7	3.0	33.3	7.0	18.4	1.0	5.0	6.0	20.0
Maths	1	3.0	0.0	0.0	0.0	0.0	1.0	2.6	2.0	10.0	1.0	3.3
Other	13	39.4	5.0	21.7	1.0	11.1	7.0	18.4	2.0	10.0	2.0	6.7
Total	33	100.0	23	100.0	9	100.0	38	100.0	20	100.0	30	100.0

Figure 19: National Curriculum Requirements

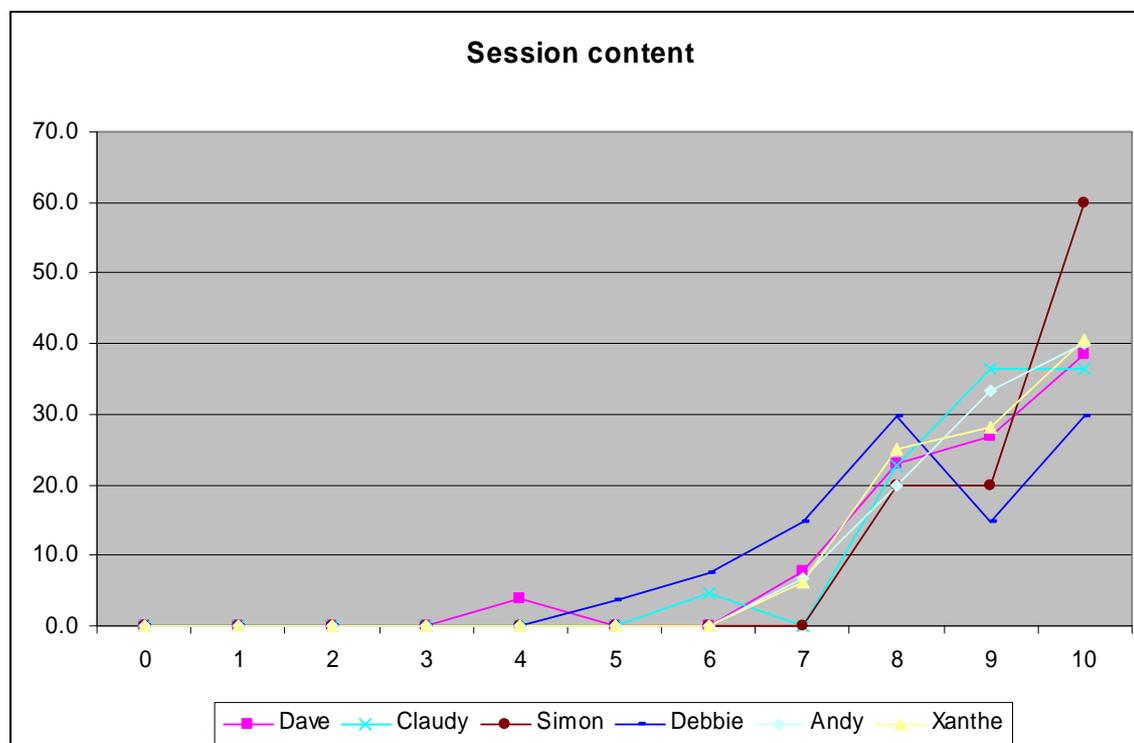


2.4. Satisfaction

Session Content: The majority of Simons' groups gave the session content an excellent rating (60%). The most frequent response for all staff members was an excellent rating (10 out of 10). [Tab.21, Fig.20]

Table 21: Please give us marks out of 10 for the following: Session Content												
	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0	0.0	0.0	0.0	0.0	0.0	1.0	3.7	0.0	0.0	0.0	0.0
6	0	0.0	1.0	4.5	0.0	0.0	2.0	7.4	0.0	0.0	0.0	0.0
7	2	7.7	0.0	0.0	0.0	0.0	4.0	14.8	1.0	6.7	2.0	6.3
8	6	23.1	5.0	22.7	1.0	20.0	8.0	29.6	3.0	20.0	8.0	25.0
9	7	26.9	8.0	36.4	1.0	20.0	4.0	14.8	5.0	33.3	9.0	28.1
10	10	38.5	8.0	36.4	3.0	60.0	8.0	29.6	6.0	40.0	13.0	40.6
Total	26	100.0	22	100.0	5	100.0	27	100.0	15	100.0	32	100.0
Average		8.8		9		9.4		8.3		9.1		9.0

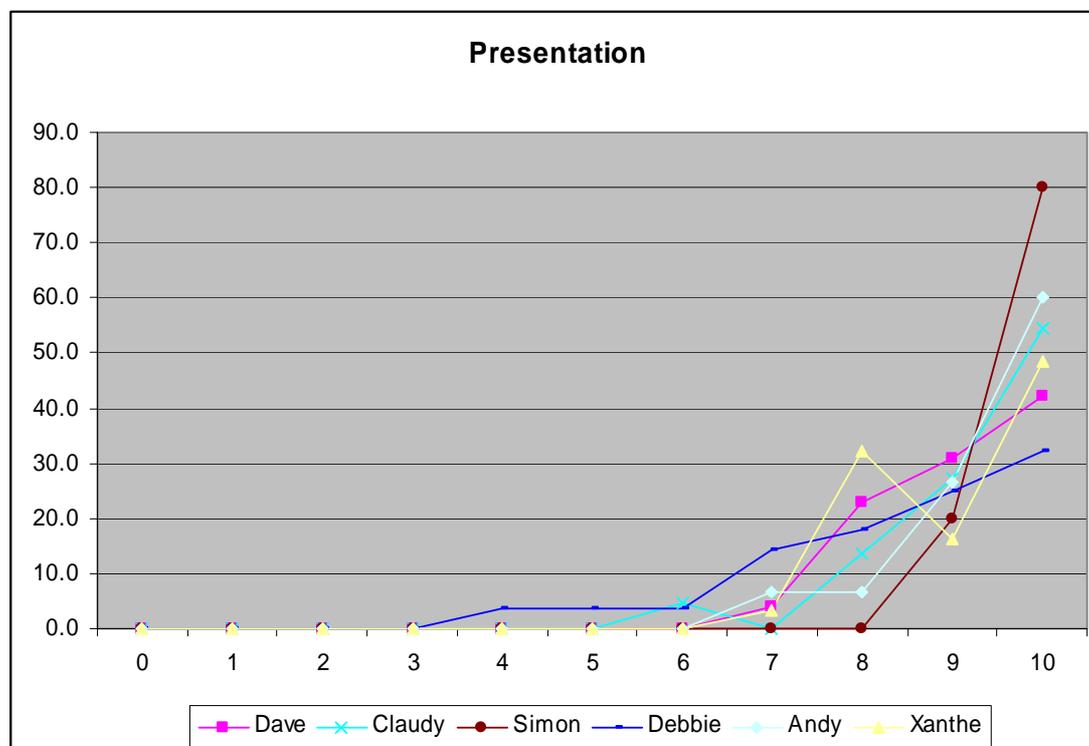
Figure 20: Session Content



Presentation: The majority of Claudys' groups (55%), Simons' groups (80%) and Andys' groups (60%) deemed the presentation as excellent (10 out of 10), this was also the most frequent response for all other staff members.
 [Tab.22, Fig.21]

Table 22: Please give us marks out of 10 for the following: Presentation												
	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0	0.0	0.0	0.0	0.0	0.0	1.0	3.6	0.0	0.0	0.0	0.0
5	0	0.0	0.0	0.0	0.0	0.0	1.0	3.6	0.0	0.0	0.0	0.0
6	0	0.0	1.0	4.5	0.0	0.0	1.0	3.6	0.0	0.0	0.0	0.0
7	1.0	3.8	0.0	0.0	0.0	0.0	4.0	14.3	1.0	6.7	1.0	3.2
8	6.0	23.1	3.0	13.6	0.0	0.0	5.0	17.9	1.0	6.7	10.0	32.3
9	8.0	30.8	6.0	27.3	1.0	20.0	7.0	25.0	4.0	26.7	5.0	16.1
10	11.0	42.3	12.0	54.5	4.0	80.0	9.0	32.1	9.0	60.0	15.0	48.4
Total	26	100.0	22	100.0	5	100.0	28	100.0	15	100.0	31	100.0
Average		9.1		9.3		9.8		8.4		9.4		9.1

Figure 21: Presentation

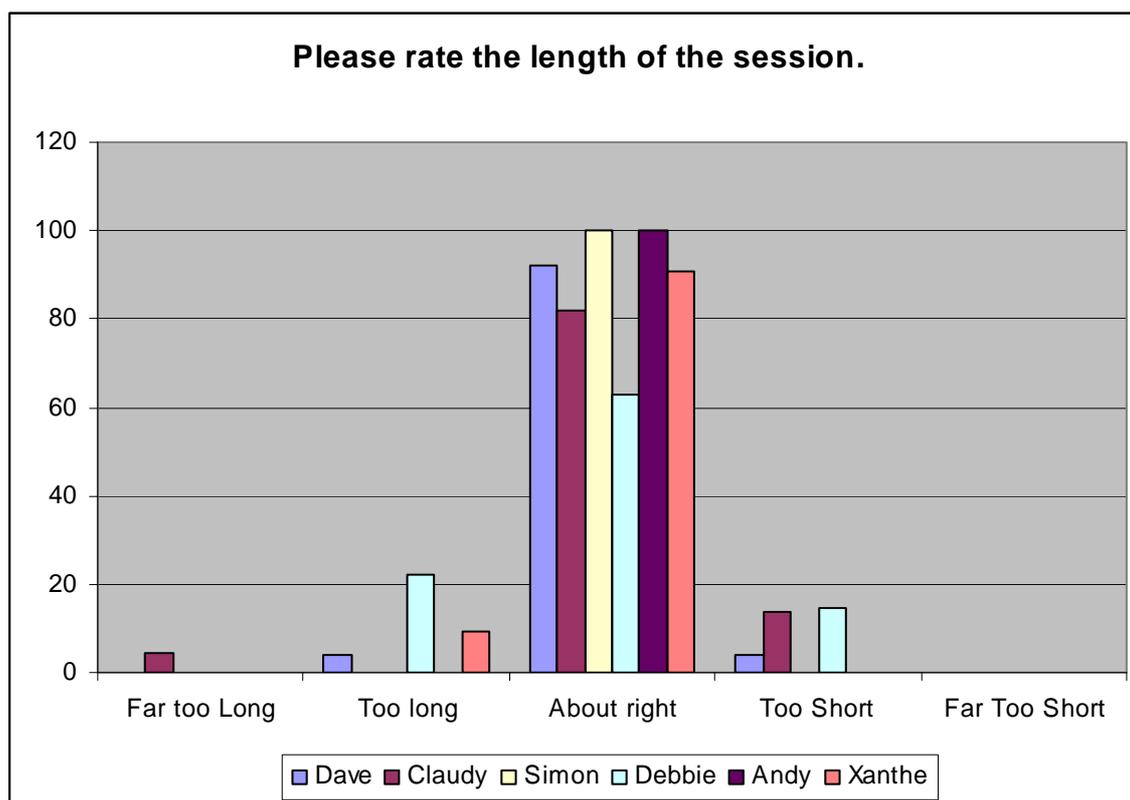


2.5. Length and Level of Session

Length of Session: The majority of respondents for all members of staff felt that the length of the session was about right. [Tab.23, Fig.22]

Table23: Please rate the length and level of the session - Length												
Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Far too Long	0	0.0	1.0	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Too long	1	3.8	0.0	0.0	0.0	0.0	6.0	22.2	0.0	0.0	3.0	9.4
About right	24	92.3	18.0	81.8	5.0	100.0	17.0	63.0	15.0	100.0	29.0	90.6
Too Short	1	3.8	3.0	13.6	0.0	0.0	4.0	14.8	0.0	0.0	0.0	0.0
Far Too Short	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	26	100.0	22	100.0	5	100.0	27	100.0	15	100.0	32	100.0

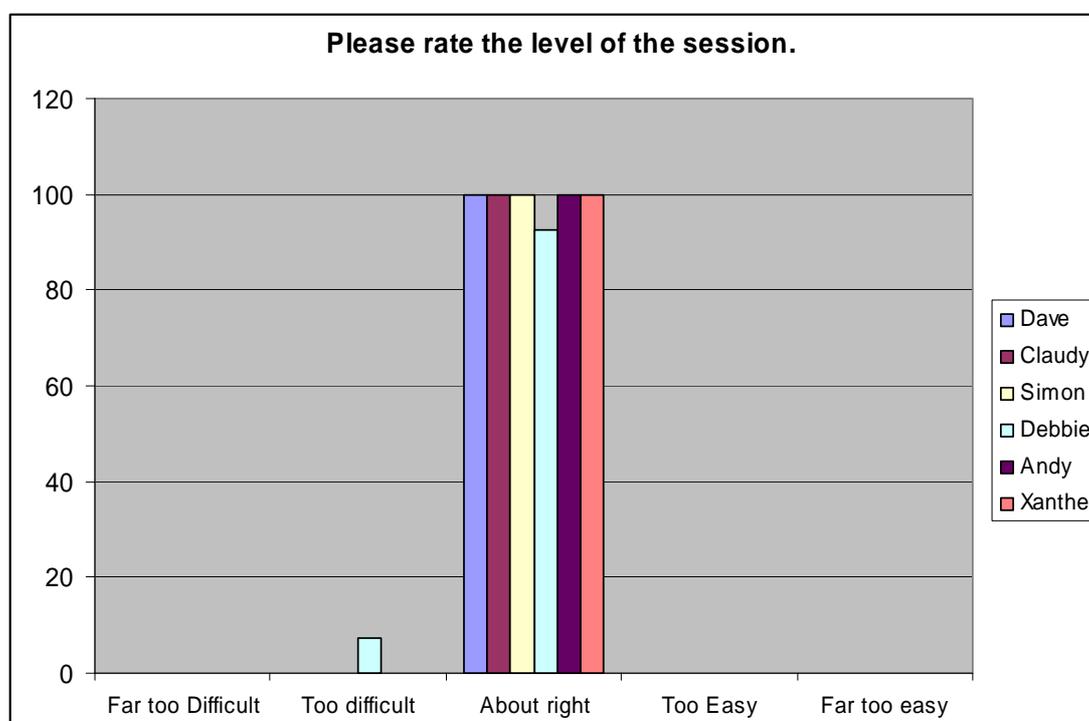
Figure 22: Length of Session



Level of Session: The majority of respondents for all members of staff felt that the level of the session was about right. [Tab.24, Fig.23]

Table24: Please rate the length and level of the session - Level												
Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Far too Long	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Too long	0	0.0	0.0	0.0	0.0	0.0	2.0	7.4	0.0	0.0	0.0	0.0
About right	25	100.0	21.0	100.0	5.0	100.0	25.0	92.6	15.0	100.0	31.0	100.0
Too Short	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Far Too Short	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	25	100.0	21	100.0	5	100.0	27	100.0	15	100.0	31	100.0

Figure 23: Level of Session

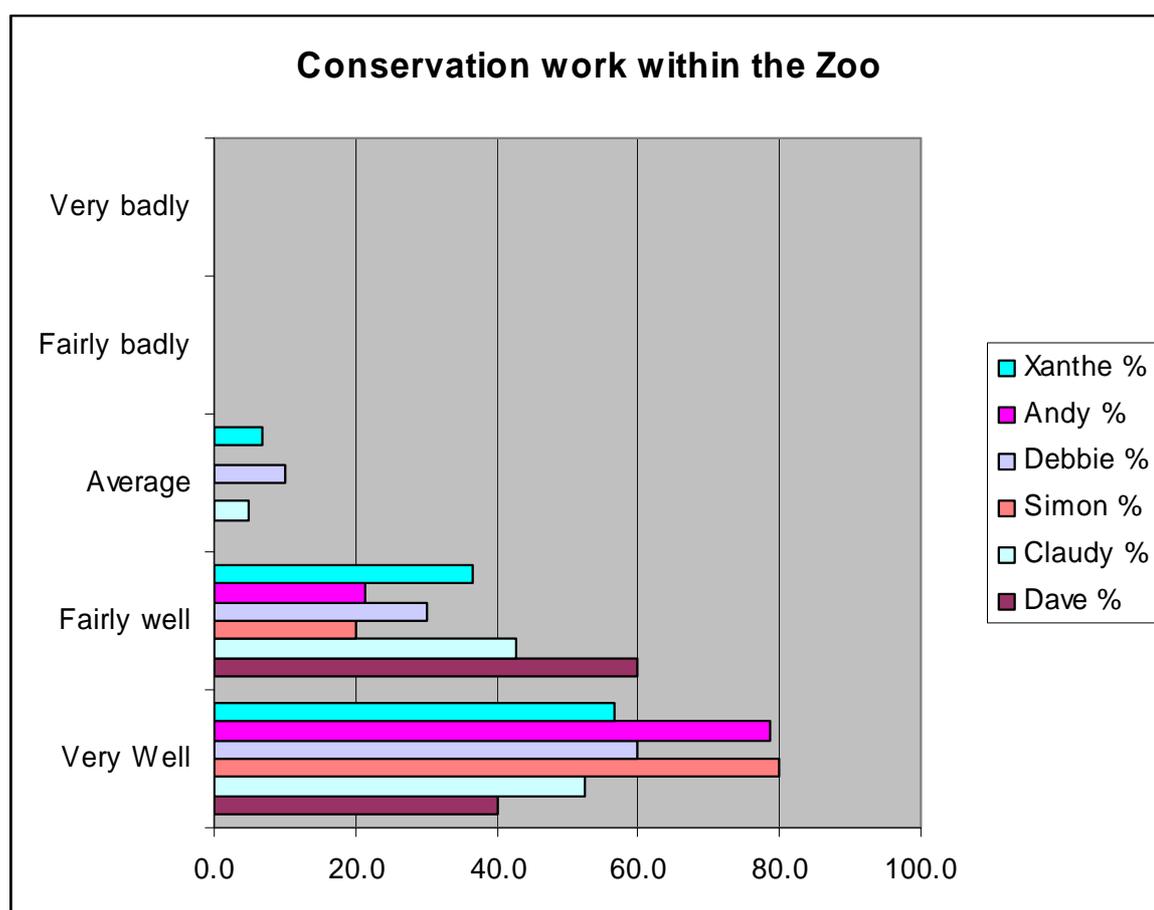


2.6. Conservation

Conservation work within the Zoo:

Table 25: Conservation work within the Zoo * Who took the session?												
	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
Base: All (#)	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Very Well	10	40.0	11.0	52.4	4.0	80.0	12.0	60.0	11.0	78.6	17.0	56.7
Fairly well	15	60.0	9.0	42.9	1.0	20.0	6.0	30.0	3.0	21.4	11.0	36.7
Average	0	0.0	1.0	4.8	0.0	0.0	2.0	10.0	0.0	0.0	2.0	6.7
Fairly badly	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Very badly	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	25	100.0	21	100.0	5	100.0	20	100.0	14	100.0	30	100.0

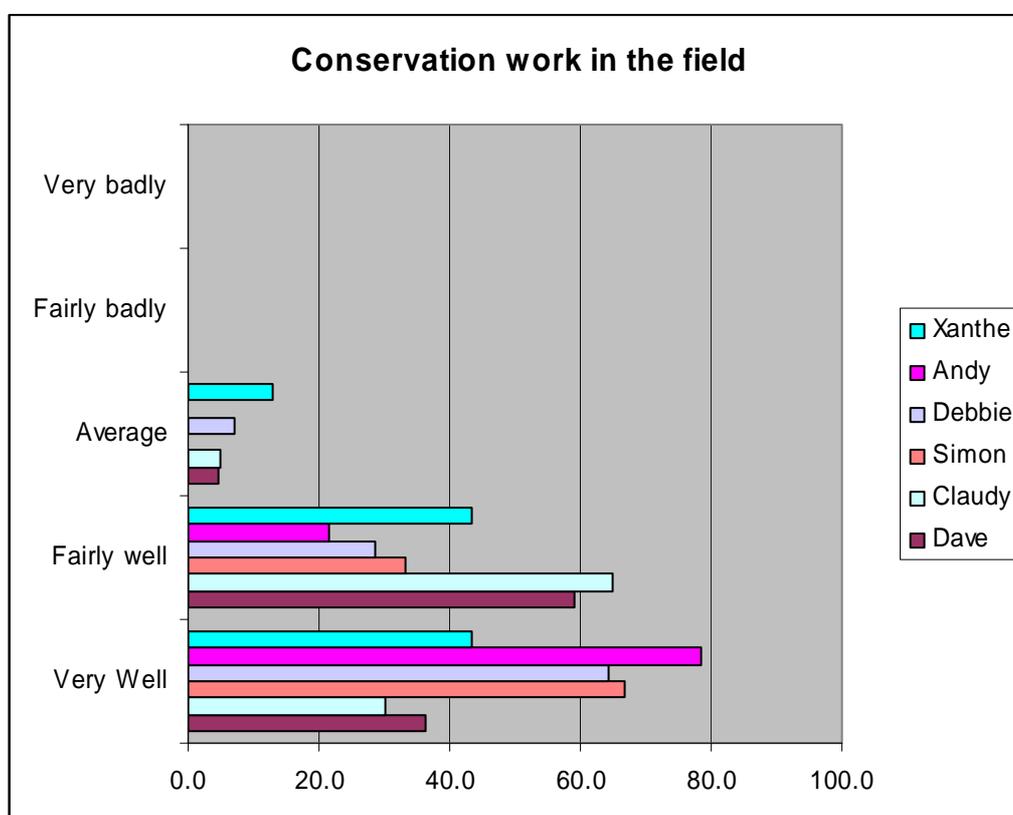
Figure 24: Conservation within the Zoo



Conservation work in the field:

Table 26: Conservation work in the field* Who took the session?												
	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
Base: All (#)	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Very Well	8	36.4	6.0	30.0	2.0	66.7	9.0	64.3	11.0	78.6	10.0	43.5
Fairly well	13	59.1	13.0	65.0	1.0	33.3	4.0	28.6	3.0	21.4	10.0	43.5
Average	1	4.5	1.0	5.0	0.0	0.0	1.0	7.1	0.0	0.0	3.0	13.0
Fairly badly	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Very badly	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	22	100.0	20	100.0	3	100.0	14	100.0	14	100.0	23	100.0

Figure 25: Conservation work in the field

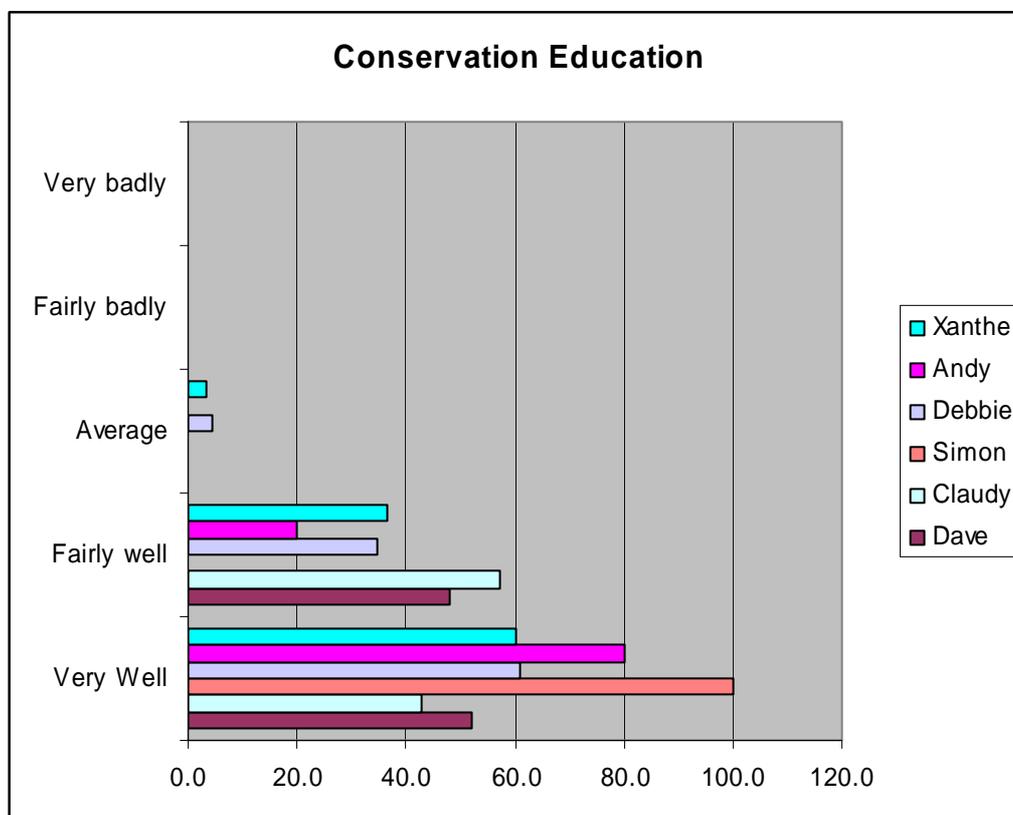


Conservation Education:

Table 27: Conservation Education* Who took the session?

Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Very Well	13	52.0	9.0	42.9	5.0	100.0	14.0	60.9	12.0	80.0	18.0	60.0
Fairly well	12	48.0	12.0	57.1	0.0	0.0	8.0	34.8	3.0	20.0	11.0	36.7
Average	0	0.0	0.0	0.0	0.0	0.0	1.0	4.3	0.0	0.0	1.0	3.3
Fairly badly	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Very badly	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	25	100.0	21	100.0	5	100.0	23	100.0	15	100.0	30	100.0

Figure 24: Conservation Education



2.7. Demographics

Table 28: Key Stage

Base: All (#)	Dave		Claudy		Simon		Debbie		Andy		Xanthe	
	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %	f	Valid %
Key Stage 1	8	33.3	3.0	17.6	1.0	25.0	11.0	45.8	2.0	13.3	9.0	32.1
Key Stage 2	4	16.7	5.0	29.4	1.0	25.0	4.0	16.7	2.0	13.3	8.0	28.6
Key Stage 3	4	16.7	4.0	23.5	2.0	50.0	6.0	25.0	8.0	53.3	9.0	32.1
Key Stage 4	1	4.2	1.0	5.9	0.0	0.0	0.0	0.0	1.0	6.7	0.0	0.0
Pre-School	3	12.5	1.0	5.9	0.0	0.0	0.0	0.0	0.0	0.0	1.0	3.6
Further Education	4	16.7	3.0	17.6	0.0	0.0	3.0	12.5	2.0	13.3	1.0	3.6
Total	24	100.0	17	100.0	4	100.0	24	100.0	15	100.0	28	100.0

