



Provider-led Learner Voice: Pilot Evaluation

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Information

Information document No: 079/2009

Date of issue: November 2009

Provider-led Learner Voice: Pilot Evaluation

Audience	Further education institutions; work-based learning providers; local education authorities; Welsh for Adults language centres; Estyn; National Union of Students; ColegauCymru; National Training Federation for Wales; NIACE Dysgu Cymru; Community Learning Wales; Wales Council for Voluntary Action; Association of Learning Providers; Children and Young People's Partnerships; 14–19 networks; Lifelong Learning UK; Centre for Excellence in Leadership; Higher Education Funding Council for Wales; Sector Skills Councils.
Overview	The Department for Children, Education, Lifelong Learning and Skills' (DCELLS) Quality and Effectiveness Framework for post-16 learning is emphasising the views of learners and employers, as will Estyn's new Common Inspection Framework from 2010. In order to facilitate benchmarking, a pilot was held in Spring 2009 to test out a common approach for providers to collect data on learners' views based on a common set of survey questions.
Action required	This publication is for information. Comments or questions on its contents are welcome and should be directed to the contact listed below.
Further information	Further information about this publication can be obtained from: Marian Jebb Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government, Floor 2, Ffynnon-las, The Orchards, Ilex Close, Llanishen, Cardiff CF14 5DZ. Tel: 029 2092 6086 Fax: 029 2092 6001 e-mail: post16quality@wales.gsi.gov.uk
Additional copies	Additional copies can be obtained by visiting the Welsh Assembly Government's website: www.wales.gov.uk/quality
Related documents	Quality and Effectiveness Framework for post-16 learning in Wales: Delivering Skills that Work for Wales

Contents

1.	Introduction and summary of activity in the pilot	1
2.	Evaluation of the pilot: feedback from providers	8
3.	Data collected from the pilot	14
4.	An evaluation of the core questions	19
5.	Next steps	40

Provider-led Learner Voice: Pilot Evaluation

1. Introduction and summary of activity in the pilot

1.1 Objectives of the pilot

In past years a 'top down' approach to understanding learner satisfaction with learning across Wales has been used, where individuals are sampled from the Lifelong Learning Wales Record (LLWR) and a telephone survey has been undertaken. This methodology has advantages; it has no administrative burden on providers, the facilitation of an interviewer in a telephone survey produces good quality data on all questions including open questions and response rates are high. This approach has worked well over the years, particularly as the Department for Children Education, Lifelong Learning and Skills (DCELLS) has invested in a large sample size that has enabled some in depth analysis by a number of variables. Whilst the Learner Satisfaction Surveys of 2003 and 2009 have proved useful at a strategic level for DCELLS and Welsh Assembly partners more generally, providers require more detailed and local analysis. For the data to be useful to providers it needs to be actionable and useful and to allow analysis at departmental, unit or divisional level within the provider.

Another approach is for providers to be involved in the collection of data (in a uniform method) and for them to feed this data into a centralised source. DCELLS are calling this approach the Provider Led Learner Voice.

There are a number of drivers for the introduction of a provider led approach. DCELLS' introduction of the Quality and Effectiveness Framework is placing greater emphasis on the views of learners and employers, as will Estyn's new Common Inspection Framework from 2010. Feedback from providers themselves indicates that they would like to adopt a common approach where, in return, they can receive their data benchmarked to national figures, similar to the benchmarking system already in place for learner outcomes. There are benefits for providers in seeing their own results to a number of core questions in the context of an all Wales average. For the Provider Led Approach to work and for it to meet the complex requirements for benchmarking the project involves commitment on many levels. Once the word 'benchmarking' is mentioned we immediately enter into a world of quantitative measures and an approach that needs systematic and reliable data collection. Without a rigid approach to sampling and management of data accurate comparisons cannot truly be made. Without central control of data collection any variances in the data could be a result of a multitude of factors (sampling, response rates, mode of data collection etc) and not merely a reflection of the perceived quality of learning at any one provider.

All providers would need to sign up to:

- A common sample approach/methodology.
- The same core questions (approximately 15) to the exact same wording and rating scales.
- Administering the questions at the same time of year.

In order to test the feasibility and logistics of this approach a small scale pilot was undertaken in 2009. The objectives of this exercise were to:

- Initiate the first steps in designing the core questions for Wales.
- Engage a number of providers in the methodology to:
 - Review their experiences and thoughts on the administration, process and wider roll out.
 - Consult with providers involved on the way forward for the Provider Led approach and the types of outputs it needs.
- Review the effectiveness of draft core questions (non response etc).
- Propose a way forward which is effective in collecting national figures which DCELLS can use and a bank of data which providers can utilise and use for benchmarking and reviewing management/quality of provision on their local level. This has involved exploring a number of key questions:
 - Should the survey/questions be stand alone or integrated into other questionnaires that the providers work with?
 - What time of year is best suited for this survey?
 - How feasible is online methodology for all providers/learners?
 - What outputs are needed and in what format and by what date?

The pilot was never positioned to collect data that would be representative of all Wales, it was never intended that the pilot would produce a baseline measure for the core questions. The data collected was reported back to providers and is reported as topline data in this report. Due to known misrepresentation in the data (the timing of the pilot forced some providers to leave some groups of learners out of the survey) the data has not been weighted. The data generated from the pilot is useful in so much as it indicates how learners will respond to the questions but the findings should not be seen as being representative of all Wales. The FE and WBL Learner Voice Survey 2009 will be published later this year and this should be used for reference to learner views in Wales.

1.2 The providers included in the pilot

Seven further education institutions were selected for the pilot by DCELLS. All providers were reviewed and a short list was made with reference to getting a spread of institutions by size and types of learner. The following institutions were selected and agreed to take part and we thank them for their time and effort in helping us with this project, their time and resource is very much appreciated:

- Coleg Glan Hafren
- YMCA
- Pembrokeshire College
- University of Glamorgan - Merthyr Tydfil College

- Coleg Menai
- Yale College Wrexham
- Coleg Powys.

1.3 Set up stage

At the start of the project all seven institutions were brought together for a one-day workshop to discuss the pilot, to explore what was needed and the scale of the exercise. All seven institutions confirmed at the end of the day that they were happy to help. From this point onwards each institution was contacted by a member of the GfK NOP team and various discussions were held about the size of the sample they could commit to, whether the survey should be undertaken via paper or online or mixed mode within their institution, and timings and contact details of the team at GfK NOP were agreed (each provider was given two contact points so they had someone to call at anytime for questions). Each institution was sent a list of the design/details they had agreed to (such as sample size and mode of survey) to ensure that there had been no miscommunication.

The survey was in field after the Easter holidays in 2009 and institutions were given approximately six weeks to collect the data. The methodologies within each institution were as follows:

- Coleg Glan Hafren (mixed mode paper and online)
- YMCA (paper only)
- Pembrokeshire College (online only)
- Merthyr Tydfil College (mixed mode paper and online)
- Coleg Menai (online only)
- Yale College Wrexham (mixed mode paper and online)
- Coleg Powys (mixed mode paper and online)

Coleg Powys incorporated the core questions at the start of a questionnaire they had scheduled at the same time of year. They administered the survey and sent the data back to GfK NOP in a readable format. All other institutions administered the core questions as a separate questionnaire. GfK scripted the online links (one for FE and one for WBL) for each institution and also typeset, printed and despatched agreed numbers of paper questionnaires to institutions (again two versions).

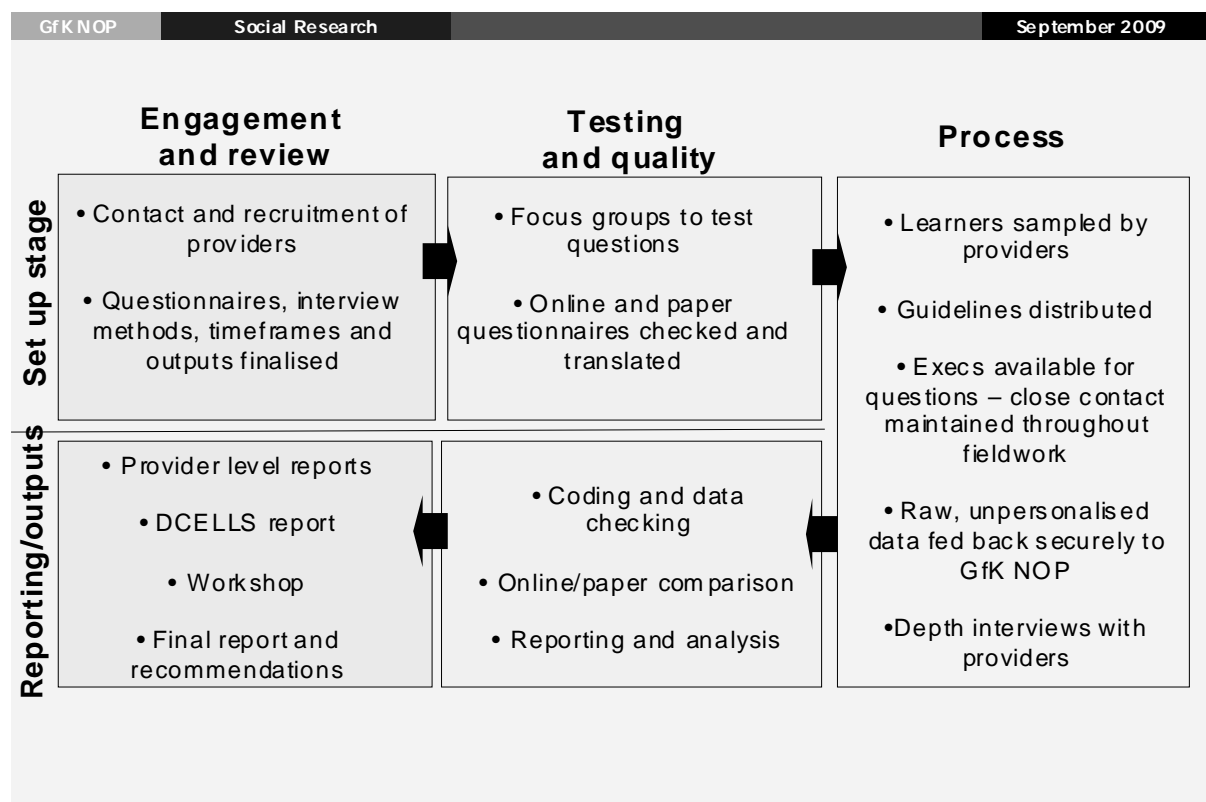
Some institutions came across issues with the pilot due to the fact that the timing of fieldwork was later than planned and this caused problems with them meeting the sample sizes they had first committed to. Issues were related to survey fatigue (mid year surveys had already taken place in some institutions) and a clash with study leave and assignments for some learner groups.

The pilot institutions also agreed to take part in a depth interview after fieldwork so that we could collect thoughts on their experiences and ways forward.

Chart 1.1 reflects the stages of the pilot:

- Stage 1: Discuss institutions' needs and how the survey would 'fit' in with their schedule of surveys/events at the institution.
- Stage 2: Test the first set of core questions via focus groups.
- Stage 3: Institutions to administer the survey and collect the data.
- Stage 4: GfK to co ordinate and check the data and produce tabulations/report summaries per institution.
- Stage 5: Send institutions their own reports of the data, review the pilot and generate recommendations for the next phase of development.

Chart 1.1: Project stage



1.4 Fieldwork

Core questions

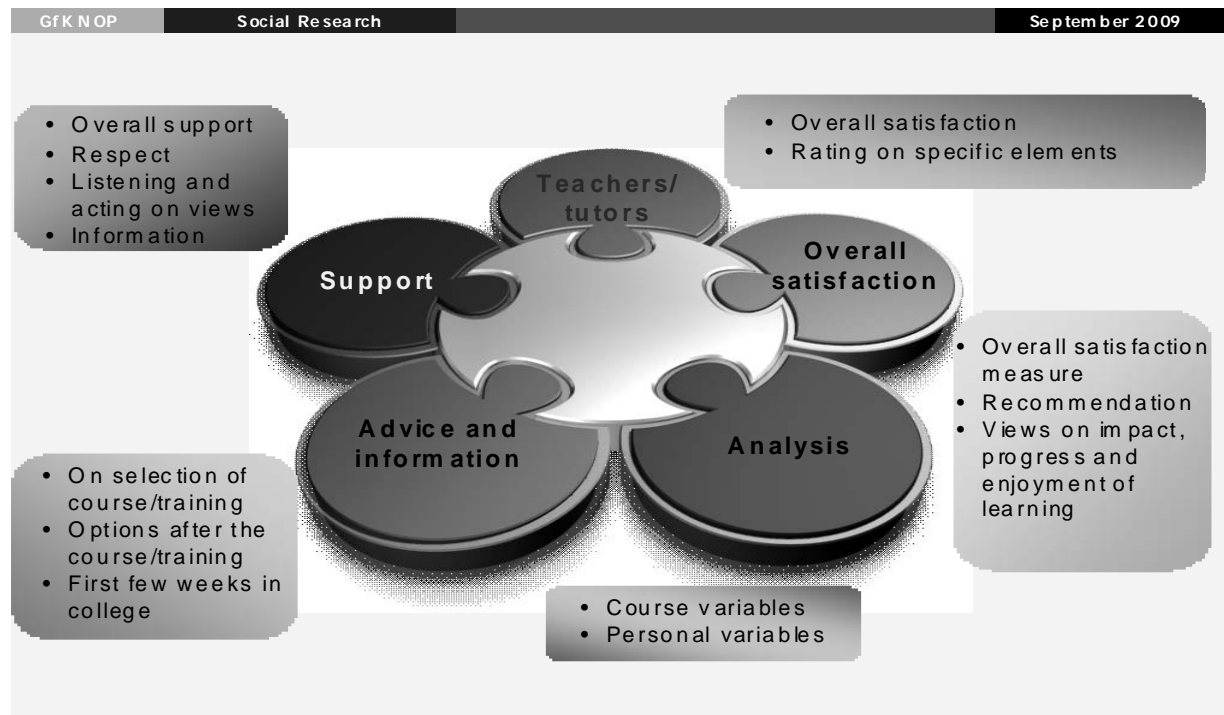
The core questions for the pilot were developed from:

- Feedback from DCELLS.
- Feedback from institutions.

- Current questions used in England by the Learning and Skills Council (LSC) (it is thought that at some stage some sharing of data across border would be beneficial).

It was agreed that the core questions should allow for measures across the following themes; information and guidance, support, quality of teaching/training and overall experience.

Chart 1.2: Core questions



We must thank the LSC for their openness and discussion regarding the generation of their own core questions and possible future benchmarking.

A total of 15 core questions were developed:

- There were two versions; one for FE and one for WBL (there were variations in the wording to take into account the nature of the learner and the programme, for instance 'learning provider' is used amongst WBL as opposed to 'college' for FE learners).
- All questions were translated into Welsh and the learners given an option of completing in Welsh.
- It was decided to produce one version of the questions and no easy read options (the final core questions will undergo readability testing).

The rating scale was a challenge when developing the core questions (classically the survey would ask about satisfaction) and we discussed with the LSC their experiences. We thank the LSC for sharing their thoughts at the developmental stages of their journey. We have used the same scale for the pilot as the LSC this

time (a range from 'very good' to 'very bad'). We tested the very good to very bad scale in focus groups and evidence corroborated the fact that it seemed to work better for all learners (including those with basic skills levels) than the satisfaction scale. Of course, if cross country benchmarking becomes a reality for one or two measures, then the scale will need to be consistent.

The initial draft of core questions was tested via focus groups in two colleges (see a summary of findings in the next section).

After the focus groups the pilot questionnaire was signed off (see Section 4.2.2 and Appendix A) and was then formatted for the main pilot stage.

Producing the questions in paper and online formats

All institutions in the pilot were given the option of branding the questionnaire with their logo, which they took up.

- Paper: the paper questionnaires were printed in booklet form (8 pages containing English and Welsh translation). The font size was made as large as feasibly possible (we had to balance the font size with the number of pages of the booklet).
- Online: two links were prepared per institution (FE and WBL) and learners were asked at the beginning of the survey if they would like to continue in English or Welsh (they were then fed into each language as required). One question was asked per screen.

Administration and timing of the survey

The institutions all committed to undertaking the survey in the same fieldwork window (6 weeks starting after the Easter break). These dates were later than envisaged due to set up time taking longer than envisaged.

Institutions which were using online versions of the questionnaire tested the links and then either facilitated the response in tutor groups, sent out the links on e-mail and/or used the intranet. Institutions using paper versions all facilitated the response in class/session time.

Online data was collected via the links on the GfK NOP secure server. This is an enormous advantage of online methodology. Institutions which were using paper versions of the questionnaire collated all responses (questionnaires were placed inside envelopes by the learners) and GfK NOP liaised with the key contact and confirmed a pick up delivery via courier (the most secure method of collection). Paper questionnaires were scanned at GfK NOP.

All data was coded and then tabulated and checked. The data tabulations were used to produce a report for each provider.

It should be noted that some institutions felt that they were restricted in the pilot in terms of who they could administer the survey to due to timing (some groups on study leave/assignments and having already filled in other surveys shortly before the

pilot) – we took a pragmatic approach and encouraged providers to achieve what they could as this was the pilot. We asked them to be as representative as possible but this was impossible for some. We appreciated at all levels that this exercise was voluntary amongst institutions and whilst we needed the pilot to be as thorough as possible, understood that there would be ‘holes’ in the data in terms of representativeness. We think it is fair to say that all institutions were incredibly co-operative and worked hard to achieve what they did in this pilot given the issue of timing.

1.5 Analysis and reporting

For the pilot any additional analysis that was bespoke to the provider was difficult. Bespoke analysis is only possible if respondents are serialised in some way and in the pilot this was only possible for respondents using paper questionnaires or, if using online methods, if providers could co ordinate particular groups of learners to complete the questionnaire at particular times (we could then specify groups by the ‘timestamp’ on the response). A change to this approach is of course being planned for the next stage of the process whereby proposals will incorporate more detailed analysis (i.e. by department/level of learner etc).

At the end of this pilot exercise institutions received unweighted data in the form of a word report (tables and graphics) and also their tabulations. At an institutional level data was ‘cut’ by demographics (as far as sample sizes would allow) and all institutions were given the unweighted average for the combined data for comparative purposes. Institutions were warned that their profile might account for variances in the data and that they must take this into account when interpreting the findings. In the report they were given an outline of their demographic profile of respondents against the combined total of all seven institutions. All institutions only saw their own data alongside the overall average of all seven institutions.

2. Evaluation of the pilot: feedback from providers

2.1 Introduction

After the fieldwork period all institutions agreed to do a teledepth interview. The interview followed a topic guide (see Appendix B) and lasted approximately 45 minutes. Executives working on the project undertook the interviews. This section of the report summarises the key issues providers faced when administering the pilot and suggests best practice in terms of administration of the survey going forwards.

Summary of challenges and proposed solutions

We have given a summary of the key challenges providers faced in the pilot and key issues going forward below.

Challenge in the pilot	Solution for the next phase
<p>Resource</p> <p>Most institutions designated one key contact to organise the survey within their college. This seemed to prove a problem in a couple of cases where, if the key contact was absent for any reason or overloaded with other work, resource on the project was at risk.</p>	<p>Resource</p> <p>We would recommend that each institution has at least two champions for the survey. Both contacts will be kept up-to-date with the progress of the survey. A further reason for the second contact is that the role-out will be a larger exercise at the next stage. Contact details for both members of staff should be given to GfK NOP and both will be included in the e-mail list and portal arrangements for communication/downloads of information etc.</p>
<p>Timing</p> <p>Fieldwork for the pilot was conducted at the end of April until the beginning of June. Many of the providers interviewed commented that this was not the right time of year to conduct the survey because:</p> <ul style="list-style-type: none"> • Learners have a lot of assignments to complete and exams to prepare for and spare time is at a premium. • Some learners are on study leave. • At this time of year tutors are already chasing learners for assignments so chasing learners for survey completion is a relatively low priority. 	<p>Timing</p> <p>GfK NOP would not recommend conducting the learner voice survey in the summer term. Several of the providers interviewed suggested that an ideal time to conduct the Learner Voice survey would be in February/early March and GfK NOP also feel that this would be the best time. Reasons given for this being an optimum time were:</p> <ul style="list-style-type: none"> • The survey will not clash with learners' study leave, exams etc. • Learners will have experienced a reasonable amount of their course by this time and will be able to give considered answers. • Mid-way through the year learners are still relatively motivated and

<ul style="list-style-type: none"> In one college the key contact commented that there was a little bit of animosity from tutors about the survey being conducted at learners' busiest time of year. <p>In short, several institutions felt that the timing of the survey led to lower than anticipated survey response rates in their college.</p>	<p>committed to their learning and so are more likely to engage with the opportunity to give feedback.</p> <ul style="list-style-type: none"> Depending on when the results are delivered, it may be possible for the college to implement changes while the learners are still attending their course. It may also be possible to feedback the survey results to learners. This will make the survey much more relevant to learners and increase their likelihood to take part.
<p>Bespoke analysis</p> <p>Following feedback from the pilot it was very clear that to make the Learner Voice data useful and actionable to the provider it needs to be broken down by course type and course level. Several institutions also requested further bespoke analysis variables such as college site, tutor group etc.</p>	<p>Bespoke analysis</p> <p>The next Learner Voice survey ideally needs to give each provider a limited amount of bespoke analysis and this will be incorporated into the plans for the survey. A possible way to do this would be to assign a unique serial number to all learners being invited to take part in the survey. This unique serial number could then be linked to demographic information about the learner. This would require a bit of extra administration time from providers, but we believe they would be willing to invest some time 'up front' in order to analyse the data by the variables they need.</p>
<p>More detailed updates</p> <p>Several providers commented that it would also be useful for GfK NOP to provide fieldwork updates on response rates for online completions broken down by course type and level so that they can target survey reminders to the relevant departments.</p>	<p>More detailed updates</p> <p>This will also be taken into consideration during the planning stage of the roll out and should be possible using the proposed method above (serial number allocation).</p>
<p>Speed with which data can be feedback to colleges</p> <p>Several of the institutions commented that it would be useful to have learner survey feedback earlier in the year, ideally before the start of the Easter holidays. In this way it would be possible for providers to share the findings with survey participants and implement changes which will directly affect them. It will also be possible for</p>	<p>Speed with which data can be feedback to colleges</p> <p>GfK NOP will keep this request in mind when planning the Learner Voice survey and at the end of fieldwork will endeavour to deliver data to the providers as soon as possible. Whether data can be delivered by the start of the Easter break will largely depend on when fieldwork is conducted. There would also need to be a strict cut off date for the receipt of questionnaires and</p>

<p>the provider to use the findings for internal or external quality reviews.</p>	<p>providers would need to adhere to this when organising online completion and also paper returns.</p>
<p>Facilitate extra questions</p> <p>The concept of adding a few extra questions to the core questionnaire was raised. It was felt that whilst having the core questions was useful, the ability to add modular questions might avoid having extra surveys in some providers.</p>	<p>Facilitate extra questions</p> <p>GfK NOP will consider this request in the planning stage but costs need to be considered. If a provider is undertaking an online survey in the fieldwork window for the Learner Voice we can discuss with them the fact that they can paste their link at the back of the core questionnaire. This will programme learners from the Provider Led Learner Voice directly into their own. This seamless link works well and is used often. It could certainly help prevent survey fatigue in some cases. Any extra questions would need be placed at the end of the core questions to avoid any order conditioning effect on the results.</p>
<p>Readability of the questionnaire</p> <p>It is important that learners are able to read and understand the core questions and be able to fill in the questionnaire unaided. Amongst some providers there was still some scepticism that the core questions were accessible to learners who had low levels of literacy or learning difficulties.</p>	<p>Readability of the questionnaire</p> <p>Before the next stage of the pilot GfK NOP will conduct tests of the core questions to ensure that they are understood by learners and as easy to read as possible. This will consist of:</p> <ul style="list-style-type: none"> • Cognitive testing. • A readability test. • Consultations with experts in the field of research amongst disability groups.
<p>Communication</p> <p>Communicating the purpose and importance of the survey to learners, as well as tutors was necessary and this in turn should boost response rates.</p>	<p>Communication</p> <p>For the next stage there will be a portal which the key contacts from each college can access. This will provide marketing materials which the provider can download to use to promote the survey to tutors and learners.</p>
<p>Online access and connectivity in rural areas</p> <p>A few of the providers taking part in the pilot were concerned about how they would conduct the Provider Led Learner Voice survey online for all types of learner. Most providers were confident that they could conduct the FE survey with full-time learners</p>	<p>Online access and connectivity in rural areas</p> <p>Due to these problems GfK NOP proposes to allow for some interviews to be conducted on paper as follows:</p> <ul style="list-style-type: none"> • FE full-time learners (approximately 90% online, 10% on paper).

online, however, there was less certainty about how well this would work for FE part-time and WBL learners for the following reasons:

- Many part-time learners have very limited contact with the college (i.e. they will not attend a tutor group) and will be taught in a classroom without IT facilities. They are also less likely to use college based e-mails and the intranet. Some part time FE is taught in community settings where there is no access to computers at all.
- Many WBL learners are employer based and some will have limited or no access to a computer.

Although it would be theoretically possible for part-time and WBL learners to access the survey at home:

- Not all learners have access to home computers or have a college e-mail account.
- Those in rural areas have connectivity issues.

Added to this is the fact that response rates will be very low if we rely on learners to take a note of the survey link home with them and find the motivation to log on specifically for that purpose.

- FE part-time learners (approximately 75% online and 25% on paper).
- WBL learners in FE Institutions (approximately 50% online and 50% on paper).
- WBL learners at worked based Learning Providers (all paper).

We envisage that each of these three groups of learners will be analysed separately and results given in three groups.

2.2 Key learning points

Communication

- Ideally the importance of the survey needs to be communicated/reinforced to staff by senior management as this will give more weight to the survey. It is also useful if updates by course/class are circulated to senior staff and heads of department towards the end of fieldwork so that they can then

exert pressure on tutors to ensure that the survey is administered in their tutor groups/class (if the provider is organising their survey in this way).

- Further weight is given to the survey if its importance is communicated in a face-to-face setting to all staff rather than by e-mail which some staff may not read.
- Communicating and promoting the importance and relevance of the survey to learners is essential to boost response rates. Some tutors suggested that for the main-stage they would put the survey details in the college calendar and student handbook which is given out at induction. Therefore it would be seen as part of the student's course. After fieldwork, colleges should raise the profile of the survey by communicating survey findings to learners and the actions which the college will take as a result of them. It would also be useful for staff to promote the survey in student meetings, student focus groups and in class.

Administration

- FE institutions used a mixture of paper self completion in class, online in IT sessions and online via the intranet.
- As WBL students do not regularly attend college the survey tended to be e-mailed or posted to these students which in many cases delivered low response rates. Some colleges suggested that a better way would be for their assessors to administer the survey when they visit WBL students on site.
- Survey administrators need more guidance on how to control fieldwork timings. Although the fieldwork period is relatively long it may be appropriate for them to give shorter fieldwork deadlines to tutors. Giving long fieldwork deadlines can lead to tutors putting off doing the survey indefinitely and may lead to lower response rates.
- Colleges need to approach larger number of respondents at the start of the survey than the number of interviews needed. Advice will be given on this.
- Sampling of students needs to be carefully managed so that is representative of learners as a whole.

Administering online links

- It is ideal if colleges ensure IT support is available in first week of fieldwork (and ideally during whole of fieldwork period) to sort out any problems which may arise.
- The survey should be easy for all students to access (i.e. don't place survey on moodle if some students are barred from using it).
- Ideally college's should create an automatic link to the online survey (the current link is long for students to type and leads to some students making mistakes and as a result some were de-motivated to complete the survey).

- As previously mentioned colleges need updates which are broken down by course/class so they can target updates more effectively. In the next phase GfK NOP need to consider how to put this into practice.

3. Data collected from the pilot

3.1 Introduction

This section covers the findings from the pilot. It reports on the topline results to the questions and also on the differences between online and paper response. It should be noted that the data was not weighted for the individual institutions due to known bias and lack of representativeness in the sample (see earlier comments). With the sample as it was the reader should be aware that the all FE and all WBL figures are also an un-weighted average of the respondents taking part from the seven pilot institutions. The data should not be seen as an all Wales representation – this was never the objective of this exercise. If this were the case the sampling at both institution and learner level would have been done very differently. As already mentioned the seven institutions were selected on the basis that they represented a wide range of different learners and that they would be co-operative with the exercise. The selection of learners was the responsibility of the institution but it was expressed that it should be as representative as possible.

The findings in the following section represent the pilot responses and with 3,257 returns we do have a clear indication of how respondents will react to the core questions in the roll out.

In total, 2820 FE questionnaires were received and 437 WBL. Paper questionnaires were mainly handed out and completed in class/sessions but online methods allowed for learners in some providers to fill in the questionnaire out of this environment and in their own time. Fieldwork was carried out between the end of April and the beginning of June.

The results for each question are expressed as a percentage. An asterisk next to the sample size in a table denotes caution with regard to the sample size (a base of below 100). An asterisk in the % column denotes a % larger than zero but less than 0.5%.

3.2 Composition of the achieved sample

The table below records the profile of respondents in the pilot survey.

Table 3.1: Descriptive data: Profile of the respondents

	FE Overall	WBL Overall
Base:	2820	437
	%	%
Age: (Q11)		
Under 19	50	49
19-24	21	27
25-34	10	9
35-54	12	9
55 or older	6	5

	FE Overall	WBL Overall
Gender (Q12)		
Male	38	70
Female	60	27
Ethnicity (Q13)		
White	91	90
Other (Include all apart from white, prefer not to say, not stated)	5	7
Disability/learning difficulty (self perception) (Q14)		
Yes	11	7
No	84	88
Mode of learning (Q15)		
Full time	68	20
Part time long or short	30	75
Subject of study (Q16)		
Agriculture, horticulture and animal care	2	2
Arts, media and publishing (inc. performing arts, art and design)	10	2
Business Administration and Law	13	4
Construction, planning and the built environment	4	30
Education and training	7	5
Engineering and manufacturing	10	28
Health, public services and care	12	6
History, philosophy and theology	1	-
Information and communication technology (ICT)	9	8
Languages, literature and culture (including Welsh for adults and other languages)	2	*
Leisure, travel and tourism	7	*
Preparation for Life and Work (including Independent Living Skills, Adult Basic Education, Foundation for Work and ESOL)	6	1
Retail and commercial (including customer services, hair and beauty, hospitality and catering)	14	8
Science and mathematics	3	-
Social sciences	1	*
NB: Not all % add to 100% due to the fact that don't know/no response is not included in the table		

3.3 Overview of results

Further Education

The pilot revealed a very positive response to the core measures. At an overall level 82% of respondents said that, overall, their institution was very good/good. At a more specific level at least eight in ten respondents in FE said that the institution was very good/good at the following:

- How good was the help staff gave you in the first few weeks at this college.
- The respect shown to you by staff.
- Listening to views of learners.
- How good is the teaching on your course(s).
- Teachers: Explaining the work you have to do.
- Teachers: Listening to you and your needs.
- Teachers: The help they give you to do the work.
- Teachers: The materials and exercises they use.
- Teachers: Talking about your learning aims or goals.
- Teachers: Giving you feedback on how to improve.

Levels of advocacy were relatively high with 85% of respondents saying that they would recommend their course and 85% saying that they would recommend their institution. A similar proportion said that they would make good progress in their learning (86%), that they enjoyed their learning (86%) and that their learning would help them achieve their goals (84%).

One of the measures that did not receive such a positive response as the measures above was related to advice for options after the course, significantly fewer respondents used the very good/good options for the question 'How good was the advice you have been given by this college about what you can do after your course' (68%).

It is also interesting to note that whilst respondents were very positive on the issue of respect shown to them by staff (86%), and also the college listening to their needs (80%), they were less positive about whether or not the institution actually acted on their views (74% stated it was very good/good for 'acting on the views of learners'). Fewer still felt that they were informed about changes and new things happening (70%).

There is an indication by some respondents that their expectations were not met, with just 67% agreeing that 'This learning is what I expected it to be'.

Table 3.2: Summary of results for FE

	FE Overall
Base:	2820
	% Very good and good combined
Advice and information	
Information given by this college when you were choosing your course(s) (Q1)	79
How good was the advice you have been given by this college about what you can do after your course(s) (Q2)	68

	FE Overall
How good was the help staff gave you in the first few weeks at this college (Q3)	86
Support	
How good is the support you get on your course(s)? (Q4)	85
The respect shown to you by staff (Q5)	86
Listening to views of learners (Q5)	80
Acting on the views of learners (Q5)	74
Informing you about changes and new things happening (Q5)	70
Teacher and tutors	
How good is the teaching on your course(s) (Q6)	87
Explaining the work you have to do (Q7)	85
Listening to you and your needs (Q7)	84
The help they give you to do the work (Q7)	85
The materials and exercises they use (Q7)	83
Talking about your learning aims or goals (Q7)	80
Giving you feedback on how to improve (Q7)	85
Overall experience	
Overall how good do you think this college is (Q8)	82
(Q10)	% Yes
Agreement: I would recommend my course(s)	85
Agreement: I would recommend this college	85
Agreement: This learning will help me achieve my goals	84
Agreement: I will make good progress in my learning	86
Agreement: I enjoy learning	86
This learning is what I expected it to be	67

Work Based Learning

Once again most measures were met with a very positive response from respondents indicating that satisfaction and advocacy also runs very high with this group. The only measures where the 'top box' ratings fell below 80% were:

- How good was the advice you have been given by this college about what you can do after your course(s) (78%).
- Informing you about changes and new things happening (79%).
- Giving you feedback on how to improve (79%).
- This learning is what I expected it to be (75%).

These measures were also rated slightly lower in the FE data.

Table 3.3: Summary of results for WBL

	WBL Overall
Base:	437
	% Very good and good combined
Advice and information	
Information given by this college when you were choosing your course(s) (Q1)	85
How good was the advice you have been given by this college about what you can do after your course(s) (Q2)	78
How good was the help staff gave you in the first few weeks at this college (Q3)	89
Support	
How good is the support you get on your course(s) (Q4)	85
The respect shown to you by staff (Q5)	91
Listening to views of learners (Q5)	86
Acting on the views of learners (Q5)	84
Informing you about changes and new things happening (Q5)	79
Teacher and tutors	
How good is the teaching on your course(s) (Q6)	87
Explaining the work you have to do (Q7)	89
Listening to you and your needs (Q7)	86
The help they give you to do the work (Q7)	85
The materials and exercises they use (Q7)	80
Talking about your learning aims or goals (Q7)	83
Giving you feedback on how to improve (Q7)	79
Overall experience	
Overall how good do you think this college is (Q8)	86
(Q10)	% Yes
Agreement: I would recommend my course(s)	87
Agreement: I would recommend this college	85
Agreement: This learning will help me achieve my goals	86
Agreement: I will make good progress in my learning	88
Agreement: I enjoy learning	86
This learning is what I expected it to be	75

4. An evaluation of the core questions

4.1 Introduction

This section reviews how the core questions were developed and the quality of response to the questions in the pilot exercise. We have explored quality of response in relation to the following measures:

- The use of non response in the questionnaire (we would expect questions to receive low levels of non response if the relevance and the understanding is high).
- The ability to answer questions unaided (we asked respondents in the questionnaire if they needed help for the task).
- The pattern of response, we check to see how many respondents gave the same response to all questions and hence calculate the likelihood of a less considered opinion (flatlining).
- An evaluation of the open/other specify questions in terms of the extent of information given and also the quality of information.

Having an open question as part of the core questions means a coding cost for DCELLS which, with a large sample size is substantial. It is therefore important that the question is giving DCELLS and providers useful information in return for their investment.

4.2 Questionnaire development

4.2.1 Focus groups pre test

A copy of the questionnaire used in the pre test is given below:



GfK NOP

Learner Voice Survey 2009

This voluntary survey is being conducted by GfK NOP, an independent research company. The survey has been commissioned by the Welsh Assembly Government who want to know your views about your college. Please spare 10 minutes to complete this survey and follow the instructions for each question. All your answers to the survey are **confidential** and your college will not know how you responded.

Seal your completed questionnaire in the envelope provided and this will be collected in by your tutor. If you have any queries about the survey, please call Samantha Spencer at GfK NOP on 020 7890 9054.

Section A: Information and advice offered

The next few questions are about advice and information you have been given by your college.

A1 How good was the information you were given when you were choosing your course? +
PLEASE TICK ONE BOX ONLY

+	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me/did not have any information
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A2 How good was the help staff gave you in the first few weeks at college?
PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me/ did not have any help
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A3 How good is the advice you have been given about what you can do after this course?
PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me/ have not had any advice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section B: Level of support provided

These questions are about the support you get. +

B1 How good is the support you get on this course? PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

+

Serial No.

+

B2 How good are the following types of support?PLEASE TICK ONE COLUMN FOR EACH TYPE OF SUPPORT

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
One to one reviews with your personal tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra support from the college with your learning when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra equipment or facilities for you if this is needed to help your learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section C: Communication and feedback**C1 How good is the college at... PLEASE TICK ONE COLUMN FOR EACH STATEMENT**

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
The respect shown to you by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to the views of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acting on the views of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informing you about changes in the college and new things happening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Quality of teaching/training

The next questions are about your teachers and tutors. Please think about all your teachers and tutors.

D1 How good is the teaching on your course? PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D2 How good are your teachers/tutors at the following...PLEASE TICK ONE COLUMN FOR EACH STATEMENT

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
Explaining the work you have to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to you and your needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The help they give you to do the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials or exercises they use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about your learning aims or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving you feedback on how to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Overall satisfaction

These questions are about how you are feeling about the course and the college overall. +

E1 Overall how good do you think the college is? PLEASE TICK ONE BOX ONLY

+	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2 Why do you say this? PLEASE TICK ALL THAT APPLY

- The content of the course/training
- The teaching/training
- The support I am given by my personal tutor
- The facilities/equipment
- The way my course is organised
- The amount of work I have to do
- The type of work I have to do
- The progress I am making
- Other (please write in below)

Don't know

E3 And overall how satisfied are you with your learning experience at this college?

PLEASE TICK ONE BOX ONLY

- Very satisfied
- Fairly satisfied
- Not satisfied but not dissatisfied
- Fairly dissatisfied
- Very dissatisfied
- Don't know
- This does not apply to me

E4 Do you agree with the following? PLEASE TICK ONE COLUMN FOR EACH STATEMENT

+	Yes	No	Don't know	Not expecting anything
I would recommend this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would recommend this college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My course will help me achieve my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I will make good progress in my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I knew what to expect before I joined this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This course is everything I was expecting it to be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E5 Do you have anything you would like to say about any of these issues? PLEASE WRITE IN +

+

Section F: About you

The next few questions are about you so that we can understand your answers.

F1 How old are you? PLEASE TICK ONE BOX ONLY

+

- Under 19
19-24
25-34
35-54
55 or older
Prefer not to say

+

F2 Are you? PLEASE TICK ONE BOX ONLY

- Male Female Prefer not to say

F3 And which of these best describes your ethnic group? PLEASE TICK ALL THAT APPLY

- White Mixed Asian Black Chinese Other Prefer not to say

F4 Do you have a long-standing illness or disability? (Long-standing means anything that has troubled you or is likely to affect you over a period of time.) PLEASE TICK ONE BOX ONLY

- Yes (go to question F5) No (go to question F6) Prefer not to say (go to question F6)

F5 Does this illness or disability limit your activities in any way? PLEASE TICK ONE BOX ONLY

- Yes No Prefer not to say

F6 And are you studying? PLEASE TICK ONE BOX ONLY

- Full time Part time (short or long) Prefer not to say

F7 Is part of your course leading to a qualification? PLEASE TICK ONE BOX ONLY

- Yes (go to question F8) No Don't know

F8 At what level are you studying? If you are studying at more than one level, please tick the highest level only. If you are not sure, please ask your tutor for help.

+

PLEASE TICK ONE BOX ONLY

- Pre-entry level
Entry level
Level 1
Level 2
Level 3
Level 4 or higher
Don't know

+

THANK YOU VERY MUCH FOR YOUR HELP.
Please seal the questionnaire in the envelope provided to you.
This will be collected by your tutor.

+

GK NOP 451907 LS 0209 V1.2

Length of questions/relevance

Most learners were able to fill in the questionnaire in 7 to 12 minutes although a small number of learners spent over 13 minutes completing it. It was felt in some cases that the questions were a little repetitive but where examples were given by the learners it was in instances where there is an overall rating followed by a question that breaks the concept down into more detail (e.g. B1 followed by B2). This was particularly the view amongst YMCA learners:

“Can you make it shorter?”

“Lots of these questions are quite similar.”

“It’s repetitive.”

In the initial stage some learners had some difficulty deciding whether they should be answering the questions that referred to ‘your course’ in terms of just the lesson they were in or in terms of all their courses. In the revised core questions we ask them either about the college or their course(s). This means we are looking for a collective response about their learning rather than a modular response relating to the particular course they are captured in (these will be completed in class).

Open comments

Some learners liked the opportunity to complete a comments box at the end of the questionnaire and some suggested that they should have more options for open comment or an opportunity to give a reason for their response throughout the questionnaire.

Scales

In terms of the length of the scales, whilst some learners felt that fewer options on the scale would be better, some stated a preference for more response options. It should also be noted that none of those who favoured fewer options had experienced difficulties in understanding or using the existing scale.

“I’d rather have more boxes [than fewer]?”

“Quite easy to use.”

When learners were asked whether they found it easy to complete their responses based on the existing scale the groups generally agreed that it was easy.

At the time of the set up there was some debate as to whether DCELLS went forward with the good to bad scale or the satisfaction scale. Generally speaking whilst many learners found the “very satisfied ...” options easy to use, respondents did note that some other learners might struggle with this scale. Some learners also commented that the good/bad scale was more objective than a satisfaction rating.

“It’s more about how I’m *feeling* about college.”

“More about our personal experience and less about college.”

“Satisfaction is about all your needs being met.”

Specific comments relating to questions

Introduction

Learners commented that we needed to mention the benefits to the learner and college of these questions (i.e. the potential for using learner feedback to make improvements for students).

“What’s it for?”

“Want to know how it will make a difference.”

“Want to know the information will be put to good use.”

Section A: Information and advice offered

This section was generally well received although amongst some students there were some comments about finding it difficult to recall the first few weeks at college.

Section B: Level of support provided

With the groups undertaken with YMCA learners the interpretation was chiefly tutor support. This may have something to do with the very different groups of learners involved in the pre test. The YMCA groups tended to include learners who had returned to learning and were undertaking one course with one tutor in an outreach or workplace setting with less exposure to wider staff or services. The YMCA learners (in particular the ICT group in Barry) also tended to mention that they had considered wider pastoral support when responding including support with various aspects of their lives outside of learning.

“Advice from tutor – that you can contact them any time, e-mail contact.”

“The feedback you get.”

“How they help with any concerns you have.”

The groups at Glan Hafren generally had a wider interpretation of the question of support in terms of the members of staff they considered and other forms of support available to them.

“Everyone who helps me on my course ... including friends.”

“The learning support centre.”

“Financial support.”

On the follow up question There was some confusion at this question. One learner asked what “question B” was referring to in terms of “extra equipment and facilities” - it was read as referring to equipment and facilities for those with disabilities or learning difficulties. Some students felt that the questionnaire could ask about

equipment (e.g. carpentry tools and machinery). In order to ensure that this question includes equipment and facilities in a wider context (learning centres, sports facilities) we have reworded this precode.

Other types of support we do not specifically ask about are help with finding childcare, financial support (e.g. with transport, with equipment), pastoral support from tutors (outside of course). DCELLS need to ensure that they are happy with these exclusions.

Several learners felt that questions B1 and B2 could be combined. This was particularly the case for the YMCA learners who considered their tutor as the main provider of or route to support of all types.

“If we need extra equipment, we’d just ask [tutor’s name].”

Section C: Communication and feedback

This section did not appear to cause any problems.

Section D: Quality of teaching/training

We asked about the quality of teaching – some students thought that asking about the quality of teachers and the quality of teaching were two different things. They thought that, as it stands, they were rating the mechanics and outputs rather than their relationship with the teacher. Again, we feel that whilst it is useful to know how interpretation varies, the question does not need re-wording. We should discuss this with DCELLS further but we have assumed that the interpretation given by students here is the correct one for evaluation purposes.

Section E: Overall satisfaction

E1

When we asked overall, how good is your college. there was a wide interpretation:

“Thinking of the tutor, the course and support received.”

“The ability to get a job at the end.”

“How relevant it is to my work.”

“I was thinking about what [tutor’s name] teaches us.”

“Yeah, the way you’re treated like an adult, not a child. It’s not like being in school.”

“It’s everything from cleanliness to teaching.”

“Teachers and tutors – all the college staff.”

“I thought about facilities as well ... that affected my rating.”

“I thought about the actual college rather than about my progress... that didn’t spring to mind.”

Some felt that this ought to be the last question on the questionnaire. A wide interpretation is to be expected and the follow up question gives us further depth.

Most found the “very satisfied ...” options easy to use but one learner (with dyslexia) noted that “very good” would have been better and some learners felt that others might struggle with the longer words on the satisfaction scale. Some feedback was also received that the word “fairly” was difficult for some learners.

Some noted that their answer would have been the same regardless of whether “good” or “satisfied” was used but some stressed that they could not translate between satisfaction and good/bad and that it was repetitive. Some YMCA learners noted that they may have given different responses to this question had it been reworded to use a “good/bad” scale. In particular, some felt that giving a ‘fairly satisfied’ response would not translate to a ‘good’ response.

4.2.2 Core questions used in the pilot

The questionnaire used for the FE Provider Led Learner Voice Pilot is given below. The questions were altered slightly for WBL learners. A PDF of the WBL version of the questionnaire is given in Appendix A of the report.

Learner Voice Survey 2009 - Further Education Learners

You have been asked to take part in the Learner Voice Survey for Wales 2009. The survey will help your college and the Welsh Assembly Government look at how learners are feeling about their courses and their colleges. You will place your questionnaire inside its own envelope, hand it back to your tutor and it will go directly to a survey company called GfK NOP. Your teachers or tutors will not look at your answers.

If you have any queries about the survey, please call Samantha Spencer at GfK NOP on 020 7890 9054.

For most questions you have a choice of answers. You can answer 'don't know' or if the question does not apply to you please say so.

The next few questions are about advice and information you have been given by your college.

- 1 How good was the information you were given by this college when you were choosing your course (s), was it...? PLEASE TICK ONE BOX ONLY** +

+ Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

- 2 How good was the advice you have been given by this college about what you can do after your course(s), was it...? PLEASE TICK ONE BOX ONLY**

Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

- 3 How good was the help staff gave you in the first few weeks at this college, was it...? PLEASE TICK ONE BOX ONLY**

Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

These questions are about the support given by your college.

- 4 How good is the support you get on your course(s)? Please think about support from your teachers and tutors as well as other support and facilities offered by your college. PLEASE TICK ONE BOX ONLY** +

Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

+ +

Serial No.

5 How good is your college at each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
The respect shown to you by staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to the views of learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acting on the views of learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informing you about changes and new things happening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions are about your teachers and tutors. Please think about all the teachers and tutors you have contact with.

6 How good is the teaching on your course, is it...? PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 How good are your teachers and tutors at each of the following...

PLEASE TICK ONE BOX FOR EACH STATEMENT

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
Explaining the work you have to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to you and your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The help they give you to do the work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials or exercises they use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about your learning aims or goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving you feedback on how to improve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions are about how you are feeling about your course(s) and your college overall.

8 Overall how good do you think this college is? PLEASE TICK ONE BOX ONLY

Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me +

9 Why do you say this? PLEASE TICK ALL THAT APPLY

+ The content of the course(s)
The teaching
The support I am given by my personal tutor
The facilities/equipment
The way my course(s) are organised
The amount of work I have to do
The type of work I have to do
The progress I am making
Other (please write in below)

Don't know

10 Do you agree with the following? PLEASE TICK ONE BOX FOR EACH STATEMENT

	Yes	No	Don't know	
I would recommend my course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would recommend this college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
This learning will help me achieve my goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I will make good progress in my learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
This learning is what I expected it to be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not expecting anything <input type="checkbox"/>

The next few questions are about you so that we can understand your answers.

11 How old are you? PLEASE TICK ONE BOX ONLY

Under 19
19-24
25-34
35-54
55 or older
Prefer not to say +

12 Are you...? PLEASE TICK ONE BOX ONLY

Male Female Prefer not to say

+

13 And which of these best describes your ethnic group? PLEASE TICK ONE BOX ONLY

- | | | | |
|------------------------|--------------------------|------------------------------------|--------------------------|
| White | <input type="checkbox"/> | Chinese | <input type="checkbox"/> |
| Black – Caribbean | <input type="checkbox"/> | Other Asian background | <input type="checkbox"/> |
| Black – African | <input type="checkbox"/> | Mixed – White and Black Caribbean | <input type="checkbox"/> |
| Other Black background | <input type="checkbox"/> | Mixed – White and Black African | <input type="checkbox"/> |
| Asian – Indian | <input type="checkbox"/> | Mixed – White and Asian | <input type="checkbox"/> |
| Asian - Pakistani | <input type="checkbox"/> | Other Mixed background | <input type="checkbox"/> |
| Asian – Bangladeshi | <input type="checkbox"/> | Other Ethnic background (write in) | <input type="checkbox"/> |

+

Prefer not to say

+

14 Do you see yourself as having any disabilities or learning difficulties?

PLEASE TICK ONE BOX ONLY

- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | Prefer not to say |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15 Is your learning...? PLEASE TICK ONE BOX ONLY

- | | | |
|--------------------------|---------------------------|--------------------------|
| Full time | Part time (short or long) | Prefer not to say |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16 Which type of course(s) are you on? If you are not sure, please ask your tutor for help.

PLEASE TICK ALL THAT APPLY

- | | |
|--|--------------------------|
| Agriculture, horticulture and animal care | <input type="checkbox"/> |
| Arts, media and publishing (including performing arts, art and design) | <input type="checkbox"/> |
| Business Administration and Law | <input type="checkbox"/> |
| Construction, planning and the built environment | <input type="checkbox"/> |
| Education and training | <input type="checkbox"/> |
| Engineering and manufacturing | <input type="checkbox"/> |
| Health, public services and care | <input type="checkbox"/> |
| History, philosophy and theology | <input type="checkbox"/> |
| Information and communication technology (ICT) | <input type="checkbox"/> |
| Languages, literature and culture (including Welsh for adults and other languages) | <input type="checkbox"/> |
| Leisure, travel and tourism | <input type="checkbox"/> |
| Preparation for Life and Work (including Independent Living Skills, Adult Basic Education, Foundation for Work and ESOL) | <input type="checkbox"/> |
| Retail and commercial (including customer services, hair and beauty, hospitality and catering) | <input type="checkbox"/> |
| Science and mathematics | <input type="checkbox"/> |
| Social sciences | <input type="checkbox"/> |
| Other (Write in) | <input type="checkbox"/> |

+

Don't know

17 Do you have anything you would like to say about any of the issues in this survey?

PLEASE WRITE IN

+

18 How did you complete this survey?

- | | |
|--|--------------------------|
| I had little or no help from my teacher or tutor | <input type="checkbox"/> |
| I had help from a teacher or tutor with most or all of the questions | <input type="checkbox"/> |

THANK YOU VERY MUCH FOR YOUR HELP.

Please seal the questionnaire in the envelope provided to you.

This will be collected by your tutor.

+

GK NOP 451907 LS 03/09 V1.3

4.3 Completion time (online)

The completion time for online questionnaires can be reviewed (we cannot do this for paper for obvious reasons). Online surveys generate a time stamp and we can measure from the start time and stop time.

The average time it took for learners to complete the survey was eight minutes. Table 4.1 shows that half of the respondents had completed the survey in six minutes, three quarters had finished by eight minutes and 96% had finished by fifteen minutes.

Table 4.1: Completion time online respondents

Base:	1251	1251	1251
	No.	%	Cumulative %
Up to 5 minutes	406	32	32
5-6 minutes	234	19	51
6-7 minutes	169	14	65
7-8 minutes	128	10	75
8-9 minutes	82	7	82
9-10 minutes	53	4	86
10-13 minutes	87	7	93
13-15 minutes	33	3	96
15 minutes or more	59	5	101*

*Effect of rounding

4.4 Non response in the data

The use of not stated/no response in the questionnaire was very low. This is a positive sign in terms of the relevance of the core questions and the ease of filling in the questionnaire. Respondents using the 'does not apply to me' category ranged from 1% to 8% across all questions. The two questions where the relevance of the question seemed lowest were:

- Advice about options after the course/training.
- Having expectations about the course/programme.

Full details of the level of non response at each question are given in Appendix C.

4.5 Ability to answer the core questions unaided

Amongst FE learners, over nine in ten respondents said that they had little or no help from their tutor or trainer and 5% said that they had help from their tutor or trainer with most or all of the questions.

Respondents in the following groups were significantly more likely to have needed help with some or most of the questions:

- Over 19 years of age (7% compared to 3% of the 16-18s).

- Ethnic minority groups (15% compared to 5% white British).
- Learners with learning difficulties and disabilities (14% compared to 4% of those without).
- Part time learners (8% compared to 4% full time).

Learners who identified themselves as being on the Preparation for Life and Work courses reported a higher than average incidence of needing help with some or most of the questions.

These findings confirm that there will be certain groups for whom facilitation of the questionnaire with a tutor or support worker is needed. Paper options may be better for these individuals.

4.6 Flatlining

When we explore the data received from self completion projects we look for 'flatlining'. Flatlining is when the respondent appears to have answered every question in the same way, methodically ticking the first or middle or last box given. First of all we look at the percentage with the same response at every question and then evaluate with the client whether this is feasible given the nature of the questions or whether some outliers need to be removed from the data. We are essentially looking for a considered response to the questions and the pattern of response can assess the risk of this not happening.

In the FE data it appears that 90% gave considered answers and this is quite a typical score. This leads us to conclude that there is nothing to be concerned about.

In the WBL data the percentage with considered answers is a little lower with 81% giving what we might call a considered answer. We would usually advise that 20% of respondents flatlining is the limit of the acceptable range so whilst we are close, we still conclude that there is nothing too worrying. We must take into account that the base size for WBL is quite small to do this analysis on and there is also the fact that in this case, with these questions, a proportion of flat liners would be genuine in their answers (for example fully satisfied with everything). Classically WBL learners do seem to have been more satisfied with their college overall than FE learners which may partly explain the difference. There was also slightly more variation in the online data than in the paper data and, as more WBL surveys were completed on paper, this may also explain the lower variation.

Table 4.2: Flatliners* by respondent type

	Flat liners	Total	% Flat
FE	206	2029	10%
WBL	40	216	19%
FE			
Paper	91	916	10%
Web	115	1113	10%

WBL			
Paper	32	183	17%
Web	8	33	24%

**“Flat liners” i.e. those who gave the same answer, whether that be code 1, 2, 3, 4 or 5 across the 16 questions.

4.7 Quality of the verbatims in the open ended question

Two questions required coding in the pilot survey. One question was related to the rating of how good/bad the college was (it supported a range of non directional prompts for ‘why was this’ and the other came at the end of the survey as an open question for ‘anything else to add?’.

- Q9. Why do you say this? (following Q8 ‘Overall how good do you think this college is?’)
 - The content of the course(s).
 - The teaching.
 - The support I am given by my personal tutor.
 - The facilities/equipment.
 - The way my course(s) are organised.
 - The amount of work I have to do.
 - The type of work I have to do.
 - The progress I am making.
 - Other (please write in below).
 - Don’t know.
- Q17: Do you have anything you would like to say about any of the issues in this survey?

4.7.1 Quality of response to the other specify question

Of 108 responses in the ‘other specify’ column approximately half were, in our opinion, not very useful for DCELLS or providers. They were vague and no actions could be targeted as a result.

A total of 20 comments could and would have been coded to one of the existing pre-codes e.g.: one respondent typed in “the course that I am on is very well set up overall it is very good” and this would have been backcoded to the pre-code “the way my course(s) are organised”.

A total of 26 responses might be considered information the college might like to have, for example comments regarding specific tutors, incidents, comments on discipline. Whilst these might be useful we would argue that most would have 'fit' into the existing precodes.

One area that did seem to warrant an extra precode in the list of options at Q9 was for issues related to "the attitude of the other students". Some verbatims were directed at the other learners who either had a good attitude but more usually a poor attitude/poor behaviour/rude.

We concluded that Q9 was currently working well. We propose to add another precode to cover options relating to the behaviour of other learners (this was a gap in the current precode list). We feel that the other specify option could be deleted. This is on the basis that many extra comments could be back-coded and the quality of a lot of other comments here was too vague. DCELLS have decided to leave this option in for the cognitive pilot and then a decision will be taken about whether it is worth the additional cost of including this option in the main-stage.

4.7.2 Quality of response to the open question (Q17)

It appeared that whilst the majority of respondents did not utilise the open question, of those that did (25%), a significant minority had something specific to say that we would argue could be useful/actionable to a provider. However, through our workshop with providers there seemed to be a consensus that they did not feel that this information would be useful. Providers would rather follow up survey findings in focus groups with students. Due to this preference and the expense of providing this information to each provider DCELLS have currently decided to leave this question out of the Learner Voice questionnaire.

The paragraphs below give a count of the number of respondents whose comments have been categorised in the following ways:

- Nothing to say/typed in random strings of letters or words.
- Gave an overall attitude or feeling not linked to any event/issue.
- Had something specific and actionable to say.
- Had something to say but it was often too vague to provide actionable feedback to a provider.

Out of a total of 941 respondents who left comments in the box the vast majority (704) typed in that they had nothing to say/typed in random strings of letters or words (examples are given below):

- "YOU YEH U LIKE EVERYTHIN COOOOOOL WAAAAAAAAAAAAAAAAAAAAAAAAAAAAA."
- "Wassup."
- "There is nothing to say."
- "There are no issues."

- “Nothing to say.”
- “Nope ☺”
- “Not that I can think of at the moment!! ☺”
- “NOOOOOOOOOOOOOOOOOOOOOOO.”
- “No c u l8ta.”
- “Naaaahhhhh!!!”

A total of 56 respondents gave very ‘top level’ responses that demonstrated an overall attitude but nothing specific or actionable (typical responses of this nature are given below):

- “wwwwwwwww lovely”
- “No everything is funky.”
- “No its all good.”
- “No ... everything its fine, good ... Thank you.”
- “Very good college.”
- “NOT REALLY I’VE BEEN HAPPY WITH EVERYTHING THE TUTORS AND COLLEGE HAVE HAD TO OFFER.”

Almost 100 respondents (out of 941 who used the comments box and the 3257 overall) gave useful, detailed and actionable comments which providers would probably like to read (some typical comments are listed below):

- “Need to have more hands on activities and trips out to see different things to help us understand the work we could be doing as a unit.”
- “Overall I am happy with my course and tutor as I am always given back feedback on my progress.”
- “Overall the college is a very energetic and enthusiastic learning facility however I think that we need more time assigned to our personal tutors and we need a larger range of materials and resources.”
- “Some of my views are related to the college policies of treating everyone like ‘children’.”
- “Teachers and tutors need to make pupils more aware of the time they have remaining for handing in assignments allowing pupils to monitor their progress throughout the year.”
- “Teachers expect us to show respect but it has to be both ways as well and our views on teachers should not be ignored and just brushed to the side when reported to senior members of staff just because they are colleagues.”
- “The confidentiality when talking to tutors was broken, this was a big set back for me.”

- “The course has been invaluable in helping me to achieve my goal. It would be a great shame if access courses were closed down as many mature students need the support and help of staff that this course offers.”
- “The course tutor was excellent in her teaching methods. However the course was very intense and I felt that the tutor was overworked and needed more time to deal with individual issues.”
- “The only problem I have is my class mates who can’t get along with each other and they don’t seem to concentrate on their work.”

Those with something specific to say often gave very substantial entries in the comments box, in total 62 respondents wrote down/typed 20 plus words for their response.

Another 33 respondents gave the time to give their thoughts on issues but did not make them specific enough for providers to action (although if given in context of the course then providers might be able to draw some conclusions/action points) – some examples of this are given below:

- “Need better facilities.”
- “Poor Organisation.”
- “The college has helped me if I had any problems with my work.”

There were a total of 65 comments relating to survey/questions themselves. If this question is kept we propose revising the question wording for the next phase so that these are kept to a minimum, from:

- Q17: Do you have anything you would like to say about any of the issues in this survey?
- Q17: Do you have anything you would like to say about your college (provider if WBL) or your course (programme if WBL)?

The comments were varied, some in support of the survey and some were negative:

- “No I am happy with the survey.”
- “Simple and quick.”
- “The survey is very good.”
- “This was good.”
- “The questions are a bit too long.”
- “NOT VERY FUN.”
- “Yes, could have been doing my assignments instead of this survey.”
- “Waste of time ... could have been doing work >:[.”

- “This Survey has used up valuable learning time. Thanks.”
- “Will there be any results from this questionnaire? If not please stop asking me to fill these questionnaires.”

It is envisaged that if the survey were at a different time of year there might not be a clash with assignments – some respondents alluded to assignment/exam pressure in their comments. It is also interesting to pick up a perception, from a minority, that the results are not used. This is something also picked up in the results in Section 3 when fewer respondents reported that the college was good/very good at acting on the views of learners compared to the percentages saying that college was good/very good at listening to learners.

4.8 Proposals for next phase of development for the core questions

In conclusion to all points above we would propose that we take the current core questions (with any final additions) and the amendment to the open question to the next stage which will be a cognitive test.

An important part of the Provider Led Learner Voice research strategy will be to carry out thorough cognitive testing of the Learner Voice FE and WBL questionnaires. Cognitive Interviewing is a form of in-depth interviewing which pays explicit attention to the mental processes which respondents’ use to answer survey questions and therefore is an efficient way to gain insight into respondents’ understanding of new survey questions. The cognitive element will allow us to check the following for Learner Voice Survey questions:

- What does the respondent think we are asking?
- What do specific words and phrases in the question mean to the respondent?
- What types of information does the respondent need to recall in order to answer the question?
- What judgement do learners make about the information the question requires?
- Are their responses ‘full’ or are there essential pieces of information that are left out?

We envisage that cognitive testing would be carried out in-person by members of GfK NOP’s executive team working on the Provider Led approach. A small group of learners would be chosen to take part in the testing in at least two providers and interviews would be conducted on an individual basis. Ideally the cognitive interview should not be more than 30 minutes in length.

There are two main approaches to cognitive interviewing, which are ‘think aloud’ and ‘probing’ techniques. We would recommend using both of these approaches in the cognitive testing of the Learner Voice Survey.

In the think aloud method, the respondent is given the questionnaire and asked to verbalise their thoughts whilst completing it and working out their answers to the survey questions. This approach is usually used for self-completion methodologies such as the Learner Voice Survey, and has the dual advantage of checking that survey questions are correctly understood and that the layout/structure of the questionnaire is easy to follow. If this approach was used for the Learner Voice questionnaire the interviewer would sit with the respondent as they completed the web survey and ask them to verbalise their thoughts. The interviewer would also have opportunity to observe how the respondent is completing the questionnaire, and make a note of any questions they seem to struggle with or any issues they have with the layout of the questionnaire.

Of course talking someone through our thought processes is not an activity with which most of us are familiar. Therefore, at the start of the interview respondents would be given an example of some-one answering a question in this way and be given opportunity to practice answering a survey question whilst thinking aloud. During the 'think aloud' part of the interview respondents would be re-assured and encouraged by the interviewer that there are no right or wrong answers and be gently reminded to tell the interviewer what they are thinking.

Once the respondent has completed the online Learner Voice Survey, we would use specific probes to explore respondents' thought processes more fully. These will be a mixture of probes prepared in advance around areas where it is felt more testing is needed and also spontaneously in response to something the respondent has said or that the interviewer has observed during the 'think aloud' part of the interview.

This combined approach will give thorough, robust testing of the questionnaires on which recommendations for amendments will be made.

We recommend that each questionnaire is tested in both English and Welsh. We would also interview a mixture of both male and female learners, under 25s and over 25s and full and part-time learners. The questionnaire will also be tested on ESOL learners and those with lower levels of basic skills. If paper questionnaires are used it may also be useful to carry out some cognitive testing on the paper questionnaire.

The cognitive tests will happen in November 2009.

5. Next steps

The final section of this report outlines our thoughts for taking the provider led approach forward. We have based our proposals on the need for a comprehensive, reliable, robust and replicable survey. We have put forward a possible approach for DCELLS to consider and in our minds we have their long term aim of this survey producing quantitative measures. Our thoughts have been guided, in principle, by the following:

- Experiences and feedback from the pilot providers.
- An evaluation of initial draft questions used for the pilot.
- Ongoing discussion with DCELLS about the need for quantitative measures and benchmarking data.
- Initial feedback from WBL providers via DCELLS (NTFW quality sub-groups across Wales).
- Our own experiences/thoughts on best practice.

5.1 Overview

Once the word 'benchmarking' is mentioned we immediately enter into an approach that needs systematic and reliable data collection. Without a rigid approach to sampling and management of data accurate comparisons cannot truly be made. Without central control of data collection any variances in the data could be a result of a multitude of factors (sampling, response rates, mode of data collection etc) and not merely a reflection of the perceived quality of learning at any one provider. We believe that some careful consideration is needed to ensure that this project can stand up to scrutiny and can be a useful system for benchmarking at a local and national level. To achieve this aim the methodology will require a great deal of effort at provider level in terms of administration. In return for this effort we propose that providers get a good return in terms of a speedy release of data and options for some flexibility in terms of adding questions to the core survey and adding one or two bespoke variables for their own analysis.

It was made very clear that for this survey to be useful for providers, and without this we feel that engagement will be low, the level of analysis offered will be key. This is something that will need to be built into any model.

During the pilot stage DCELLS have been considering two broad models. These are introduced and explored below:

Incorporating core questions into current provider surveys	A discrete exercise with centralised control
Providers will be given a fieldwork window and asked to include the core questions on any survey they are doing in this time frame. Providers would be given clear	An online survey will be scripted and each provider given its own links (paper questionnaires sent out to those who need them). Providers would be given clear instructions about sampling (target sample

instructions about sampling (census or sample survey and % response rates and composition). They should adhere to this and add/alter the current sampling strategy for the survey the core questions are added onto accordingly. Providers will be given the core questions and asked to include them at the front end of their survey to minimise order effect on the responses. Providers would be expected to monitor responses throughout fieldwork and take appropriate action to ensure profiles are achieved. They would be expected to provide interim progress updates so DCELLS can see if targets are vulnerable. They will be asked to deliver the data in a required format by a particular date to a central source for analysis. A helpline will be set up for queries.

Advantages: For some providers we do not add to their scheme of survey work/survey fatigue, providers will 'own' the survey.

Issues: Providers may have to add to the sample size they usually target, they will have to resource the addition of questions (input and delivery of data to a centralised source), there is a cost for them to absorb in terms of scripting additional questions onto current online questionnaires and extra printing of questions (paper). A central function will have to monitor and agree questionnaires before providers use them (to ensure questions are added in the correct place on the questionnaire).

Risk: There is a definite risk in terms of the production of consistent, comparable, robust scores for providers across Wales. Risks come from adding to the burden on

size and composition). They should adhere to this outline given. Providers will be given a fieldwork window in which to ensure they have all responses. A helpline will be set up for queries. Providers will be monitored throughout fieldwork and e-mails sent out regarding progress to targets. Providers should take appropriate action to ensure profiles are achieved. All online data is captured centrally with the contractor, all paper questionnaires should be mailed back by a particular date and these will be scanned.

Advantages: Control is central, consistent and will ensure greater data comparability. In terms of resource for the provider, effort will be needed to generate the response but there is no 'back end' activity in terms of data entry and delivery to a central source.

Issues: Providers must 'own' the survey, we must promote the usefulness of data and allow them to manipulate it/have access to reports. There is a duplication of efforts/surveys to some degree but we could offer to include additional questions for a low fee (costs for set up and reporting are largely redundant as extra questions will be 'piggybacked' onto a larger exercise).

Risk: Low risk due to central control for many issues above. There is a risk that providers cannot meet the targets for sampling but no risk in terms of acquiring data and producing reports and no risks in terms of order effect of questions.

resources for providers, questions not added in the correct place on questionnaires, data not delivered on time to a centralised contractor, data not delivered in the correct format.	
--	--

The broad model we are proposing is one with centralised control in terms of facilitation/management of the survey. This ensures that the outputs can be benchmarked, variables are consistently measured and there is no risk of order effect of questions in various surveys and late delivery of data. If it is the long term goal that this survey delivers a quantitative measure that can be benchmarked then we believe that central organisation, monitoring and analysis is preferable.

Providers, we feel, should be offered the chance to generate a number of variables for their own organisation over and above the general variables used for analysis (general variables will be gender, age, learning difficulty/disability, ethnicity, level and subject).

If providers have an online survey planned at the same time of year (which usually goes out to all full time learners and some part time) we will discuss with them how to merge their survey onto the back of ours. This means that they would send/use our link with learners but after the core questions, via an easy programme link, the respondent would move into the provider's survey seamlessly (we have done this before for other clients).

Some providers have been implementing large scale (all college) surveys for many years (either undertaken internally or contracted out) and have generated historical data which they utilise for quality management purposes. These colleges will, for very good reasons, be reluctant to stop this investment. In these cases we envisage that the Provider Led Learner Voice will be an extra survey. All we can do is ensure, as far as possible, that the survey window does not clash with the other larger, contracted out surveys scheduled. We hope that with a survey window of late January to mid March this can be achieved. Over time, providers will be able to plan their own survey activity around an established calendar established by DCELLS.

5.2 Sampling and methodology

It is envisaged that the next stage will include all Further Education institutions and up to 12 Work Based Learning Providers. DCELLS and GfK NOP will select the WBL providers on the basis of size of provider and range of provision to ensure we include a spread of variables that may affect how easy/hard it is to embed an online survey.

Sampling

Learners in Further Education and also Work Based Learning will be included in the scope of the project but HE learners in FE should be excluded. Providers should aim to include **all full-time FE learners who are active at a given point within the survey window (end Jan to mid March)**, and a quarter of FE part-time learners. At present it is proposed that all WBL learners (from both FE colleges and WBL providers) will be interviewed.

In terms of survey method online surveys have the enormous advantage over paper self completion in terms of cost, turnaround of data/analysis and administrative burden on the provider. However, we know from feedback from providers that online access is limited for some learner groups and lack of e-mail addresses is an issue in terms of ‘pushing’ the online survey out (although some colleges argue that intranet serves well amongst this respondent group). For these reasons we propose the following approach:

	*FE Full time	FE Part time	Work Based Learning
Sample	Census of all active learners	Sample of 1 in 4	Census of all active learners
Mode	Target 95% Online	Target 75% Online	Target 50% Online

*For FE full/part time learners the survey should be online unless there are mitigating circumstances for the learner/provider to need paper versions (LLDD learners, access to IT/broadband etc).

Although providers should target all learners in FE and Work Based Learning we will give them minimum targets to achieve (possibly to reflect a 50% response rate). We also need to ensure that all providers are achieving a good response rate across particular sub groups. To do this we propose that we give each provider a minimum achieved sample size by age, gender, mode, level and subject.

It is the responsibility of the provider to then achieve the response rate. We will support and advice but providers need to formulate a dissemination plan amongst staff and learners. We will provide materials to hand out and give advice re best practice from this pilot for paper self completion. Regarding online for full time FE learners we need to discuss how providers achieve these response rates and it is envisaged that:

- E-mails with the online link embedded is the best way to gain good response rates (assuming learners have e-mail addresses).
- Second to this learners should be given time in tutorials/ICT classes/other class time to complete – teachers/tutors to facilitate and encourage completion.
- Other options for online completion are access to the link via Moodle/Intranet but in work we have done we have found this is not as fruitful as e-mailing the link to the individual.

Some providers have already moved to online surveys and they can be used as examples for others.

Teachers/tutors should be well briefed and actively encourage all learners to participate and the section in the report evaluating experiences of providers contains some useful best practice.

Bespoke analysis

In order to facilitate a system where providers can request some tailored outputs (for instance results by department or other category of learning) a serialisation of respondents needs to be put in place. We propose that providers either use the Learner ID (linked to LLWR) or some other serialisation per individual (that they can organise internally). Once providers have established/generated a unique identifier per individual they will need to provide this list to GfK NOP along with a codeframe of which serial numbers link to which course/divisions or departments etc that they want the data analysed by (we will need a map of which serial numbers need to be linked to which variable and code). They will then also have to ensure that this is the serial number that each individual uses on the questionnaire.

Providers will need to:

- For paper self completion – serialise each questionnaire and ensure they are disseminated correctly.
- For online self completion – ensure that the learner is aware of their ID at the time of undertaking the survey (this may mean letters given out in class/by tutors). Learners will need to type in their serial number at the start of the survey.

5.3 Management of the project

There will be 37 providers to manage for this project. If each one takes the opportunity to add bespoke analysis then this demands a great deal of co ordination. We suspect that we will be receiving approximately 30,000 returns of the questionnaire (combined paper and online).

Communication will be key to the success of the project. In terms of communication we need to think about:

- Communication with providers (set up discussions and ongoing discussions).
- Setting up a portal (for continuing updates and information to download).

Communication with providers

We propose that each provider needs a list of contacts at GfK NOP and providers will be split between project staff. In the pilot we found that continuity helped develop a relationship with the provider and this is particularly important if we do tailor each provider's survey to their own requirements.

At the start of the project all providers will be sent details of the survey and timings and sample sizes required. They will then be called to discuss any extra requirements, fieldwork dates and sample sizes. From initial discussions they will then see a 'contract' of what they have agreed to. We will require providers to sign up to this 'contract' – we also did this in the pilot. In the pilot this was helpful to ensure that there was no miscommunication.

Ongoing communication will be via the phone and e-mail with their key contacts and also via a portal (see below).

A portal

GfK NOP will set up a portal for DCELLS and also for providers. We propose that the portal include the following:

- Information sheets – fact sheets and question and answer papers will ensure that all the providers will know how the survey will work.
- Promotion materials – we should prepare fact sheets for providers to download to give to teachers/tutors and learners – there should also be flyers and posters that can be downloaded.
- Key questions – there should be a questions and answers area – at the end of every week we will put up all questions received from providers and the answers – an e-mail to all providers will tell them that there is more to read on this area of the portal.
- A countdown – we need to flash key milestones – milestones will remind providers what they should have thought of/communicated to staff and by when.
- When the survey is live providers will have a password to go into an area of the portal where they can review their response rate for the online respondents and the profile of achieved sample (we will design an easy to read chart to alert them to where they are falling down on targets). At the end of the project providers will be able to download their data (it will be weighted and in table format) and charts.

5.4 Timings/key milestones

With a survey window for end of January to Mid March the set up stages would be as follows (the table below highlights key milestones for the set up of the research:

	Estimated timing
Provider workshop	End September 2009
Cognitive testing	Start of Nov to end of Nov 2009
The portal should be launched	First week Dec 2009
Sign off questions/demographics (sample targets)	First week Dec 2009
Disseminate promotional materials for colleges/providers to use	End Nov 2009
Set up helpline number for providers	Start of Jan 2010
Main fieldwork window	End Jan 2010
Learner Voice Steering Group Meeting	End Jan 2010
Provider Led Project Team Meeting	Mid Jan 2010
Fieldwork closes	Mid March 2010

	Estimated timing
Helpline closes	End March 2010
Reporting	End of April 2010 (depending on reporting requirements)

APPENDIX A: THE WBL QUESTIONNAIRE



GfK NOP

Learner Voice Survey 2009 - Work Based Learners

You have been asked to take part in the Learner Voice Survey for Wales 2009. The survey will help your learning provider and the Welsh Assembly Government look at how learners are feeling about their programmes and their providers. You will place your questionnaire inside its own envelope, hand it back to your tutor and it will go directly to a survey company called GfK NOP. Your trainers, assessors or tutors will not look at your answers.

If you have any queries about the survey, please call Samantha Spencer at GfK NOP on 020 7890 9054.

For most questions you have a choice of answers. You can answer 'don't know' or if the question does not apply to you please say so.

The next few questions are about advice and information you have been given by your learning provider.

1 How good was the information you were given by this learning provider when you were choosing your learning programme, was it...? PLEASE TICK ONE BOX ONLY +

+ Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

2 How good was the advice you have been given by this learning provider about what you can do after your learning programme, was it...? PLEASE TICK ONE BOX ONLY

 Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

3 How good was the help staff gave you in the first few weeks at this learning provider, was it...? PLEASE TICK ONE BOX ONLY

 Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me

These questions are about the support given by your learning provider.

4 How good is the support you get on your learning programme? Please think about support from your trainers, assessors and tutors as well as other support and facilities offered by your learning provider. PLEASE TICK ONE BOX ONLY

+ Very good Good Not good but not bad Bad Very bad Don't know This does not apply to me +

Serial No.

+

5 How good is your learning provider at each of the following...

PLEASE TICK ONE BOX FOR EACH STATEMENT

+

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
The respect shown to you by staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to the views of learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acting on the views of learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informing you about changes and new things happening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions are about your trainers, assessors and tutors. Please think about all the trainers, assessors and tutors you have contact with.

6 How good is the training on your learning programme, is it...? PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 How good are your trainers, assessors and tutors at each of the following...

PLEASE TICK ONE BOX FOR EACH STATEMENT

+

	Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me
Explaining the work you have to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to you and your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The help they give you to do the work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials or exercises they use?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking about your learning aims or goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving you feedback on how to improve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These questions are about how you are feeling about your learning programme and your learning provider overall.

8 Overall how good do you think this learning provider is? PLEASE TICK ONE BOX ONLY

Very good	Good	Not good but not bad	Bad	Very bad	Don't know	This does not apply to me	+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

9 Why do you say this? PLEASE TICK ALL THAT APPLY

+	The content of the programme	<input type="checkbox"/>
	The training	<input type="checkbox"/>
	The support I am given by my tutor or trainer	<input type="checkbox"/>
	The facilities/equipment	<input type="checkbox"/>
	The way my programme is organised	<input type="checkbox"/>
	The amount of work I have to do	<input type="checkbox"/>
	The type of work I have to do	<input type="checkbox"/>
	The progress I am making	<input type="checkbox"/>
	Other (please write in below)	<input type="checkbox"/>
	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
	Don't know	<input type="checkbox"/>

10 Do you agree with the following? PLEASE TICK ONE BOX FOR EACH STATEMENT

	I would recommend my learning programme	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	
	I would recommend this learning provider	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	
	This learning will help me achieve my goals	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	
	I will make good progress in my learning	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	
+	I enjoy learning	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	
	This learning is what I expected it to be	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Don't know <input type="checkbox"/>	Not expecting anything <input type="checkbox"/>

The next few questions are about you so that we can understand your answers.

11 How old are you? PLEASE TICK ONE BOX ONLY

Under 19	<input type="checkbox"/>	
19-24	<input type="checkbox"/>	
25-34	<input type="checkbox"/>	
35-54	<input type="checkbox"/>	
55 or older	<input type="checkbox"/>	+
Prefer not to say	<input type="checkbox"/>	

12 Are you...? PLEASE TICK ONE BOX ONLY

Male	Female	Prefer not to say	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	+

13 And which of these best describes your ethnic group? PLEASE TICK ONE BOX ONLY

- | | | | |
|------------------------|--------------------------|------------------------------------|--------------------------|
| White | <input type="checkbox"/> | Chinese | <input type="checkbox"/> |
| Black – Caribbean | <input type="checkbox"/> | Other Asian background | <input type="checkbox"/> |
| Black – African | <input type="checkbox"/> | Mixed – White and Black Caribbean | <input type="checkbox"/> |
| Other Black background | <input type="checkbox"/> | Mixed – White and Black African | <input type="checkbox"/> |
| Asian – Indian | <input type="checkbox"/> | Mixed – White and Asian | <input type="checkbox"/> |
| Asian - Pakistani | <input type="checkbox"/> | Other Mixed background | <input type="checkbox"/> |
| Asian – Bangladeshi | <input type="checkbox"/> | Other Ethnic background (write in) | <input type="checkbox"/> |
- + +
- Prefer not to say

14 Do you see yourself as having any disabilities or learning difficulties?
PLEASE TICK ONE BOX ONLY

- | | | |
|--------------------------|--------------------------|--------------------------|
| Yes | No | Prefer not to say |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15 Is your learning programme...? PLEASE TICK ONE BOX ONLY

- | | | |
|--------------------------|---------------------------|--------------------------|
| Full time | Part time (short or long) | Prefer not to say |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

16 Which type of learning programme are you on? If you are not sure, please ask your tutor for help. PLEASE TICK ALL THAT APPLY

- | | |
|--|--------------------------|
| Agriculture, horticulture and animal care | <input type="checkbox"/> |
| Arts, media and publishing (including performing arts, art and design) | <input type="checkbox"/> |
| Business Administration and Law | <input type="checkbox"/> |
| Construction, planning and the built environment | <input type="checkbox"/> |
| Education and training | <input type="checkbox"/> |
| Engineering and manufacturing | <input type="checkbox"/> |
| Health, public services and care | <input type="checkbox"/> |
| Information and communication technology (ICT) | <input type="checkbox"/> |
| Leisure, travel and tourism | <input type="checkbox"/> |
| Preparation for Life and Work (including Independent Living Skills, Adult Basic Education, Foundation for Work and ESOL) | <input type="checkbox"/> |
| Retail and commercial (including customer services, hair and beauty, hospitality and catering) | <input type="checkbox"/> |
| Other (Write in) | <input type="checkbox"/> |
- + +
- Don't know

17 Do you have anything you would like to say about any of the issues in this survey?
PLEASE WRITE IN

18 How did you complete this survey?

- | | | |
|--|--------------------------|---|
| I had little or no help from my tutor or trainer | <input type="checkbox"/> | + |
| I had help from a tutor or trainer with most or all of the questions | <input type="checkbox"/> | |

THANK YOU VERY MUCH FOR YOUR HELP.
Please seal the questionnaire in the envelope provided to you.
This will be collected by your tutor.

APPENDIX B: THE TOPIC GUIDE FOR INTERVIEWS WITH PROVIDERS

OBJECTIVES

- To explore how the pilot went in terms of the administration, take up and challenges.
- To explore the effectiveness of the core questions and the analysis needs of providers when this is rolled out.
- To summarise key motivators and key barriers to the survey being rolled out.
- To get some initial views on possible models for roll out given the experiences of the pilot.

We aim to cover all of the following material in the interviews. However, the amount and depth of coverage typically varies according to relative importance to the participants in each session, so we may not ask all the questions listed, or they may be asked in a different order. Timings are for guidance only.

Introduction and warm up

- Thank respondent for taking part in the research.
- Introduce self, GfK NOP Social Research (your interviewee might be a contact that another team member dealt with in the pilot).
- Explain nature of this element: ***to explore experiences and effectiveness of the pilot and explore the issues of rolling this out.***
- Ask if we can attribute their comments to themselves or if they would like us to anonymise.
- Discussion will last for 45 minutes and it will be audio recorded for the purpose of the research – it will not be transcribed – just used as an aid to note taking.
- Important to be honest and able to say what you think, no right or wrong answers.
- Any questions before we begin?

Administration of the pilot

How did you decide to administer this pilot in your college? PROBE FOR:

- How was it communicated to staff (staff meetings, one on ones etc)?
 - How easy/difficult was the pilot to champion internally?
 - How did you communicate the pilot to teachers/tutors and others involved in the facilitation of the exercise?

- What was their reaction to undertaking the pilot/more learner surveys?
- What is the likely reaction of the teachers/tutors when this survey is rolled out? What messages need to come from DCELLs to communicate the importance of the survey?
- How was it communicated to the learners?
- Did the main contact themselves do any marketing of the survey direct to learners?
- Given out in class/sessions or intranet/other means?
- How did you sample the classes/decide which learners would take part?
- How did you keep momentum over time – did they chase teachers/tutors?

FOR THOSE USING ONLINE METHODS Did you have any issues with the links? Was access OK?

ASK FOR PAPER AND THEN ONLINE How inclusive would this be – which groups of learners would be excluded from this method, what proportion is this and why?

Is there a preference for online or paper questionnaires in your college? Why do you say this?

If we go down an online route ...

- Would you be able to e-mail links out to learners? Do you hold e-mail addresses for all learners – if not how many, which groups of learners does this tend to be?
- Would you be able to add a link to the intranet/main website for learners to click onto? Have you done this before? How successful is this? Do all your learners tend to view the intranet/website often (if not which groups will be missed)?

Was the administration of this survey more or less work than envisaged? Why do you say this? **PROBE FOR TIME TAKEN TO:**

- Sample classes/tutor groups.
- Time taken to communicate the needs of the survey.
- Collating the returns/chasing that the exercise had been done.

Response rates

Response rates for most providers were lower than initial predictions. **REMIND THEM OF THEIR RESPONSE.** Why was this? **PROBE FOR:**

- Motivation within the college/lack of incentive: teachers/tutors/other members of staff involved in the administration.

- Resource needed/other priorities: what were the issues/other priorities.
- Timing: Would a different time of year help or would it remain problematic to get a good sample size.
- Survey fatigue: clashes with other surveys.
- Other.

Reception from the learners

How was the survey 'met' by learners – were they enthusiastic?

What communication might help in a 'live' situation to promote a provider led approach across Wales – posters/flyers etc?

Communication and management of this pilot

We want to discuss now how we communicated and managed the process. When the provider led approach is rolled out there will be a co ordination role for someone/some organisation.

We aimed to give providers one/two points of contact – we aimed to keep the communication fairly informal, to concentrate verbal communication at the set up stage and then send weekly updates/e-mails about the survey. We tried not to bombard you with requests/information.

How did this work for you in reality? Did you feel 'looked after'? Was there too little/too much information to digest? Were the updates on progress too much/too little?

What did you like/dislike about how this pilot was managed? What information was missing? Was there an information overload?

What would you like us to have done differently?

The core questions

What are your comments on the core questions? Did you get any feedback from learners or teachers/tutors on the questions, their readability and relevance to the learner? Did you get any feedback from the learners?

Do the questions 'work' for you as a tracking and benchmark measure? Can you incorporate them into your reports that are currently running? Are they very different to questions you already ask?

Data and analysis

In the pilot we were rather restricted by the variables for analysis – if this were rolled out what more tailored variables would be useful for providers? Are these all LLWR based variables or are they internal to your college?

How would providers use the reports if this were rolled out:

- Paper copy reports.
- Should results be integrated onto Tribal.
- Having the data interactive online for them to their own reporting – creating tables and comparisons as they wish – for instance course type, level of learning etc.

Possible models taking this forward

MODEL 1: provider managed, discrete exercise (online by third party).

You would be asked to sample the learners. You would be expected to follow very detailed guidance on how to sample learners – we would need buy in to a consistent approach to produce a random sample that is matched by all providers. Providers would have the responsibility of contacting the learners and asking them to complete the survey (they will have been selected at random). Providers will have responsibility for chasing learners for their response. It is envisaged that providers are kept up to date with response rates and instructed if they are high/low.

The data would be collated by a third party/offered back to you as interactive online analysis via a portal (possibly linked to Tribal). Colleges can do their own analysis by key variables and compare this to all Wales.

How would this work in reality? Do you have the resource/expertise internally to produce the sample? What would you need from DCELLS for this to work?

What are the pros and cons of this approach?

MODEL 2: provider managed, integrated exercise.

Providers would be allowed to incorporate the core questions into your own current activity (whether this be paper or online). Again the sampling approach would need to be consistent across providers and you will be asked to sample learners by a specific method. You will sample learners for this survey and 'flag' them. You will then undertake your survey to fit your own purposes ensuring that these learners are included. Providers will need to organise sending the data for learners selected for this survey to a third party (unpersonalised) for amalgamation and analysis. If you use contractors for your surveys you will be expected to ask them to add these questions to your survey.

The same reporting options are offered as above.

How would this work in reality? What current surveys do you have/what time of year/what method do you use? Is there an identifiable 'place' for the core questions to sit?

What are the pros and cons of this approach?

Conclusions

To conclude ...

What are the key motivations for rolling the provider led approach out?

What are the key challenges?

How should 'buy in' be gained?

Thank and close.

APPENDIX C: NON RESPONSE TO ALL QUESTIONS (DOES NOT APPLY TO ME AND NO ANSWER STATED)

Table C1: Non response in the FE data (those who ticked does not apply to me and also those who did not state an answer)

	Does not apply		Not stated	
Further Education (2820 unweighted)	No.	%	No.	%
Q1. How good was the information you were given by this college/learning provider when you were choosing your course(s)/learning programme, was it ...?	142	5	6	*
Q2. How good was the advice you have been given by this college/learning provider about what you can do after your course(s) /learning programme, was it ...?	218	8	6	*
Q3. How good was the help staff gave you in the first few weeks at this college/learning provider, was it ...?	113	4	7	*
Q4. How good is the support you get on your course(s)/learning programme?	46	2	10	*
Q5_01. How good is your college/learning provider at each of the following ...The respect shown to you by staff?	65	2	7	*
Q5_02. How good is your college/learning provider at each of the following ... Listening to the views of learners?	93	3	11	*
Q5_03. How good is your college/learning provider at each of the following...Acting on the views of learners?	92	3	9	*
Q5_04. How good is your college/learning provider at each of the following ... Informing you about changes and new things happening?	88	3	10	*
Q6. How good is the teaching/training on your course/learning programme, is it ...?	22	1	13	*
Q7_01. How good are your teachers/trainers, assessors and tutors at each of the following ... Explaining the work you have to do?	21	1	3	*
Q7_02. How good are your teachers/trainers, assessors and tutors at each of the following ... Listening to you and your needs?	26	1	3	*
Q7_03. How good are your teachers/trainers, assessors and tutors at each of the following ... The help they give you to do the work?	21	1	3	*
Q7_04. How good are your teachers/trainers, assessors and tutors at each of the following ... The materials or exercises they use?	33	1	3	*

	Does not apply		Not stated	
Further Education (2820 unweighted)	No.	%	No.	%
Q7_05. How good are your teachers/trainers, assessors and tutors at each of the following ... Talking about your learning aims or goals?	46	2	4	*
Q7_06. How good are your teachers/trainers, assessors and tutors at each of the following ... Giving you feedback on how to improve?	27	1	5	*
Q8. Overall how good do you think this college/learning provider is?	47	2	8	*
Q9. Why do you say this? RATING AT Q8.	Na	Na	68	2
Q10_1. Do you agree with the following ... I would recommend my course?	Na	Na	3	*
Q10_2. Do you agree with the following ... I would recommend this college?	Na	Na	7	*
Q10_3. Do you agree with the following ... This learning will help me achieve my goals?	Na	Na	11	*
Q10_4. Do you agree with the following...I will make good progress with my learning?	Na	Na	6	*
Q10_5. Do you agree with the following ... I enjoy learning?	Na	Na	4	*
Q10_6. Do you agree with the following ... This learning is what I expected it to be?	236	8	8	*
Q11. How old are you?	29	1	5	*
Q12. Are you ... male/female?	42	1	8	*
Q13. Which of these best describes your ethnic group?	55	2	13	*
Q14. Do you see yourself as having any disabilities or learning difficulties?	119	4	11	*
Q15. Is your learning ... full time/part time?	52	2	15	1
Q16. Which type of course are you on?	Na	Na	113	4
Q17. Do you have anything you would like to say about any of these issues?	522	19	1994	71

Table C2: Non response in the WBL data (those who ticked does not apply to me and also those who did not state an answer)

	Does not apply		Not stated	
	No.	%	No.	%
Work Based Learning (437 unweighted)	No.	%	No.	%
Q1. How good was the information you were given by this college/learning provider when you were choosing your course(s)/learning programme, was it ...?	15	3	1	*
Q2. How good was the advice you have been given by this college/learning provider about what you can do after your course(s)/learning programme, was it ...?	30	7	1	*
Q3. How good was the help staff gave you in the first few weeks at this college/learning provider, was it ...?	9	2	Na	Na
Q4. How good is the support you get on your course(s)/learning programme?	5	1	Na	Na
Q5_01. How good is your college/learning provider at each of the following ... The respect shown to you by staff?	6	1	Na	Na
Q5_02. How good is your college/learning provider at each of the following ... Listening to the views of learners?	10	2	1	*
Q5_03. How good is your college/learning provider at each of the following ... Acting on the views of learners?	9	2	1	*
Q5_04. How good is your college/learning provider at each of the following ... Informing you about changes and new things happening?	12	3	Na	Na
Q6. How good is the teaching/training on your course/learning programme, is it ...?	3	1	1	*
Q7_01. How good are your teachers/trainers, assessors and tutors at each of the following ... Explaining the work you have to do?	5	1	Na	Na
Q7_02. How good are your teachers/trainers, assessors and tutors at each of the following ... Listening to you and your needs?	5	1	Na	Na
Q7_03. How good are your teachers/trainers, assessors and tutors at each of the following ... The help they give you to do the work?	7	2	Na	Na
Q7_04. How good are your teachers/trainers, assessors and tutors at each of the following ... The materials or exercises they use?	8	2	Na	Na
Q7_05. How good are your teachers/trainers, assessors and tutors at each of the following ... Talking about your learning aims or goals?	7	2	1	*

	Does not apply		Not stated	
Work Based Learning (437 unweighted)	No.	%	No.	%
Q7_06. How good are your teachers/trainers, assessors and tutors at each of the following ... Giving you feedback on how to improve?	6	1	3	1
Q8. Overall how good do you think this college/learning provider is?	2	*	1	*
Q9. Why do you say this? RATING AT Q8	Na	Na	29	7
Q10_1. Do you agree with the following ... I would recommend my course?	Na	Na	1	*
Q10_2. Do you agree with the following ... I would recommend this college?	Na	Na	Na	Na
Q10_3. Do you agree with the following ... This learning will help me achieve my goals?	Na	Na	Na	Na
Q10_4. Do you agree with the following ... I will make good progress with my learning?	Na	Na	1	*
Q10_5. Do you agree with the following ... I enjoy learning?	Na	Na	Na	Na
Q10_6. Do you agree with the following ... This learning is what I expected it to be?	18	4	4	1
Q11. How old are you?	6	1	Na	Na
Q12. Are you ... male/female?	9	2	6	1
Q13. Which of these best describes your ethnic group?	5	1	7	2
Q14. Do you see yourself as having any disabilities or learning difficulties?	14	3	6	1
Q15. Is your learning ... full time/part time?	14	3	9	2
Q16. Which type of course are you on?	Na	Na	22	5
Q17. Do you have anything you would like to say about any of these issues?	Na	Na	293	67