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Learner Voice Wales Survey 2013 Technical Report



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Ipsos MORI

Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Glossary of terms and acronyms

<i>Adult Community Learning (ACL)</i>	Adult community learning can be defined as flexible learning opportunities for adults, delivered in community venues to meet local needs. ACL funded by the Welsh Government covers a diverse range of provision. It embraces learning opportunities which are offered by further education and higher education institutions and local authorities. See also 'Partnership'.
<i>Base (size)</i>	The 'base' is the number of responses given to a particular question in the survey.
<i>Benchmark / benchmarking</i>	Benchmarks are used to compare like-for-like data. They compare the percentage of learners from two sub-groups giving the same answer to a specific question.
<i>BME</i>	Black and minority ethnic groups. This sub-group includes learners from Black, Asian, Mixed, and Other ethnic background.
<i>Cognitive testing</i>	Cognitive testing involves face-to-face interviews with learners to find out how they interpret and respond to questionnaire wording. The purpose of this is to ensure the questions are interpreted consistently across all respondents, and are asking what the researcher intends them to.
<i>Composite scores</i>	Composite scores have been created for five themes within the survey: information and advice, teaching and training, responsiveness, help and support, and health and wellbeing. They are calculated at the individual level, taking an average of a learners' response to each of the questions within that theme.
<i>Consortium</i>	A grouping of work-based learning (WBL) providers who usually have different areas of specialist expertise but agree to work together closely to provide a cohesive set of options for work-based learners in the relevant local area.
<i>Data weighting</i>	A process to adjust the profile of the survey sample (those who took part) so that it is representative of the real learner population (everyone who could take part). See also 'Rim weighting'.
<i>Easy read</i>	A version of written material that is designed to be more accessible to learners with learning difficulties or disabilities (LLDD), for example by using simple pictures instead of or as well as words.
<i>Factor analysis</i>	A statistical technique used to find out which questions are most like each other in terms of the answers given by respondents. The highly 'related' questions are then 'reduced' (merged) to create a number of unrelated factors that can be input into other statistical analysis – such as Key Drivers Analysis (see below).
<i>Further Education (FE)</i>	Further Education Institutions (FEIs) are educational establishments that are publicly funded to deliver education and training to post-16 learners.
<i>In-scope learners</i>	Refers to learners who are eligible to take the Learner Voice Wales survey.

<i>KDA – Key Drivers Analysis</i>	This is a statistical test performed to analyse the relative strength of factors (independent variables) in determining the outcome of the answer to a specific question (dependent variable). See also Factor analysis.
<i>Learning programmes (WBL)</i>	The type of course/training undertaken by a learner in work-based learning, for example an Apprenticeship or Traineeship.
<i>Learning sector</i>	One of further education (FE), work-based learning (WBL), adult community learning (ACL) or Welsh for Adults (WfA).
<i>LLDD</i>	Learners with learning difficulties and/or disabilities.
<i>LLWR – Lifelong Learning Wales Record</i>	The LLWR is a system used to collect data on learners, their learning activities and achievements across further education, work-based learning and adult community learning. This data is used as the basis for Learner Outcomes Reports (LORs) and benchmarking data.
<i>LLWR matching</i>	Where possible, the ID code entered by learners during the survey was 'matched' to the relevant code on the LLWR database, this allowed for analysis of a range of variables included in the LLWR database but not collected in the survey.
<i>Main qualification</i>	Further education qualifications that are deemed to take priority over other further education qualifications. These include Diplomas, GCSEs, NVQs, Certificates and Awards.
<i>Markov Chain Monte Carlo (MCMC)</i>	A statistical technique that uses a computer program or algorithm to fill in missing data with plausible values – see also Key Drivers Analysis and Factor Analysis. For example, where a learner has not responded to a small number of survey questions, which impacts on data analysis, MCMC uses the responses of like-minded respondents to impute this missing data purely for the purposes of enabling the Key Drivers Analysis to proceed.
<i>Online reporting tool or portal</i>	Providers are able to access the data submitted by their learners through an online database. The site is an interactive tool, and allows providers to filter their data or compare the results for specific sub-groups.
<i>Partnership</i>	A combination of adult community learning providers delivering in a defined geographical area, usually consisting of a Local Authority plus a further education institution, though there may be more than one of each type and other types of provider may also be a part of the partnership. Their delivery is distinct, but the different organisations work together.
<i>Rim weighting</i>	The most common form of data weighting (see above), as used on the Learner Voice Wales survey. Rim-weighting uses a mathematical algorithm to help provide an even distribution of results across the entire dataset while balancing certain categories such as age or gender to pre-determined totals. It weights the specified characteristics simultaneously and disturbs each variable as little as possible. A cap is applied on how far any one individual's responses are weighted so as to avoid unduly distorting

	any data.
Sector Subject Areas (SSAs)	All regulated qualifications are assigned a Sector Subject Area code by the Awarding Organisation. These classifications can be used to group qualifications together into themes for the purpose of analysis.
Verbatim (responses)	A verbatim is the exact wording given in response to an open-ended question, where learners are able to write/type in full sentences, as opposed to selecting a response.
Weighting	Please see 'Data weighting' and 'Rim weighting'.
Welsh for Adults (WfA)	These are centres that offer Welsh language courses within adult community learning (ACL). There are six centres.
Work Based Learning (WBL)	A network of providers contracted to deliver work-based learning programmes. This network comprises a mixture of private companies, FE colleges, local authorities, third sector organisations and consortia. The programmes support employed and unemployed learners and include: Apprenticeship programmes; Flexible learning; Traineeship programmes; and Steps to Employment programmes. See also 'Consortium'.

1 Key facts

- 1.1 The Learner Voice Wales survey was conducted by Ipsos MORI on behalf of the Welsh Government. The survey forms part of the 'Responsiveness' element of the Welsh Government's Quality and Effectiveness Framework and has been introduced by the Department for Education and Skills (DfES) to understand and respond to the views of learners in further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA) across Wales.
- 1.2 Fieldwork for the Learner Voice Wales survey 2013 ran from 14 January – 23 February 2013.
- 1.3 DfES-funded learners including both full- and part-time learners were eligible to complete the survey. Non-DfES funded learners, including those studying at Higher Education level, were out of scope.
- 1.4 All in-scope providers took part in the survey, with the exception of FE and WfA learners at Coleg Gwent.
- 1.5 Providers were asked to achieve a minimum response rate of 50%, and achieve a representative sample of learners by age, gender, qualification and course type (full or part-time).
- 1.6 The questionnaire underwent extensive consultation with providers and relevant stakeholders, including cognitive testing with learners across each sector.
- 1.7 Question wording was tailored to each sector to account for the different learning experiences.
- 1.8 Learners were able to complete the survey online or via paper questionnaire and in English or in Welsh.
- 1.9 The survey was completed by 53,898 learners, 39,339 completed online and 14,559 by paper, and 655 learners completed the survey in Welsh (1% of all responses).

- 1.10 A response from 53,898 learners represents a participation rate of 68% of the total sample.
- 1.11 Nearly three-quarters (74%) of all learners were successfully matched and thus validated against the Lifelong Learning Wales Record (LLWR).
- 1.12 The outputs from the survey include a detailed PowerPoint report at the national level, and sector specific factsheets. Each provider received a benchmarked PowerPoint report, as well as access to an online reporting portal, a tool from which they could analyse the data by specific course or site of delivery. They also received their learners' anonymised responses to open questions on what they liked best about their provider and suggestions for improvement.

2 Introduction and background

- 2.1 This report provides detailed information on the background, methodology and achieved sample on the Learner Voice Wales survey 2013. It starts with a summary of the survey scope and sampling requirements, before going onto examine the questionnaire and survey administration. Details of participation and matching rates, weighting and data accuracy follow, and finally there is a brief summary of the reporting and analysis process and some comments and suggestions on how the survey might operate in future years.
- 2.2 This report should be read alongside the Statistical First Release which summarises the results of the first Learner Voice Wales survey (<http://wales.gov.uk/docs/statistics/2013/130412-post-16-learner-voice-wales-survey-2013-en.pdf>) and the national report which details the results at a national and sector level (<http://wales.gov.uk/learnervoicewales>).

Background

- 2.3 The Department for Education and Skills (DfES) introduced the Learner Voice Wales survey to understand and respond to the views of learners in further education (FE), work-based learning (WBL), adult community learning (ACL) and Welsh for Adults (WfA) across Wales.
- 2.4 While learning providers have their own approaches to gathering learner views, one of the objectives of the Learner Voice Wales survey is to establish a consistent set of 'core' questions to allow benchmarking of learner satisfaction in relation to advice and guidance; quality of teaching and learning; support; well-being; and overall satisfaction with the learning experience.
- 2.5 Learner Voice Wales is part of the 'Responsiveness' element of the Welsh Government's Quality and Effectiveness Framework that supports improvements in the quality of post-16 teaching and training by emphasising the importance of listening and responding to the views of learners.

- 2.6 The design of the Learner Voice Wales survey 2013 was informed by an extensive pilot survey undertaken by GfK NOP in 2010. The survey was piloted with all further education institutions, ten work-based learning providers and a Welsh for Adults Centre. More than 33,000 learners took part in the pilot survey, making it the largest post-16 learner survey ever undertaken by the Welsh Government at that point. Further information on the pilot outcomes is available on the Welsh Government website¹.
- 2.7 DfES used the outcomes of the pilot to help inform the approach to Learner Voice Wales, and undertook a consultation with learners and providers in 2012 to further refine the core survey questions.²
- 2.8 In addition, DfES worked closely with the National Union of Students Wales and Estyn to consult on the survey content. It was agreed that from 2013, Learner Voice Wales outcomes would be used as a key source of evidence in post-16 inspections, replacing separate learner surveys carried out by Estyn.
- 2.9 Following a procurement process, Ipsos MORI were appointed to set up, administer and disseminate findings for Learner Voice Wales survey 2013-15.
- 2.10 Fieldwork for the Learner Voice Wales survey 2013 ran from 14 January – 23 February 2013.
- 2.11 Providers participating in the 2013 survey have been given benchmarked summary reports on their learners' views, as well as access to more detailed data which can be used to analyse the survey outcomes; identify strengths and weaknesses; and take action to improve learners' experiences.

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<http://wales.gov.uk/about/aboutresearch/social/latestresearch/providerledlearnervoiceWales2010/?lang=en>

² the report of which can be found on the Welsh Government website at:

<http://wales.gov.uk/about/aboutresearch/social/latestresearch/learner-voice-2013-consultation-cognitive-testing-core-questions/?lang=en>

3 Scope and sampling requirements

3.1 All providers of FE, WBL, ACL and WfA in Wales were invited to take part in the survey. Only one FE institution and one WfA centre declined the invitation (Coleg Gwent in both instances). Therefore, the survey results are representative of the learner universe of providers who took part in the survey rather than of all learners in Wales.

3.2 In order to achieve robust results, each provider that participated was asked to meet both of the requirements below:

- Achieve a minimum response rate of 50%; and
- Achieve a representative sample of learners by age, gender, qualification level and course type (full- or part-time).

3.3 This section provides details on which learners were eligible to take part, how consortium and partnership arrangements were taken into account, and how providers were instructed to ensure they met the dual requirements above. A definition of terms including “consortium” and “partnership” can be found in the glossary.

In-scope learners

3.4 The following learners were eligible to complete the survey:

- DfES-funded learners including both full- and part-time learners. Non-DfES funded learners, including those studying at Higher Education (HE) level, were not in-scope.
- Current learners, i.e. learners undertaking a course during the survey window (14 January – 23 February 2013). Learners with a course start date in January or February 2013 were generally considered too new to be

able to give detailed feedback, but were able to complete the survey where it made sense for them to do so.

- 3.5 Around 2% of eligible learners undertake courses at more than one provider, so providers were informed that the survey should be completed once for each provider, and only once per individual provider.
- 3.6 Full-time learners undertaking multiple qualifications at an FE institution, and completing the survey online, were given the opportunity to answer additional questions about teaching and learning for each main qualification (up to a maximum limit of three) providing certain conditions were met – see section 4.
- 3.7 The core questions were designed to be as inclusive as possible for self-completion; this included conducting cognitive testing (as outlined in more detail in section 1) to check learners' understanding of the questions.
- 3.8 It was left to providers' discretion as to whether the survey was suitable for learners with learning difficulties or disabilities (LLDD) to complete, whether alone or with assistance from teachers/tutors/assessors, or whether other methods of gathering feedback would be more appropriate for these learners. An 'Easy Read' version of the questionnaire will be developed for use in future years, this will make information more accessible to people with learning difficulties or disabilities by using larger font or simple pictures instead of words for example.
- 3.9 Providers were asked to meet both of the minimum requirements described below:

Requirement 1: Minimum sample size

- 3.9.1 The following minimum guidance was made available to providers in terms of how many of their learners should complete the survey.
- 3.9.2 A census of all full-time FE and WBL learners wherever possible, though a minimum response rate of 50% was requested where this was not feasible (i.e. if a provider had 1,000 full-time learners in total, they were asked to achieve responses for at least 500). A minimum sample

size of 50% was seen as achievable based on the findings from the pilot, promotes the opportunity for as many learners as possible to take part, guarantees a robust base size from which conclusions can be drawn at the provider level, and allows for sub-group analysis.

3.9.3 A sample of part-time FE learners. Providers were asked to sample one in four of all part-time FE learners, with a 50% response rate target set among the learners sampled.

3.9.4 A sample of ACL and WfA learners. ACL and WfA providers were asked to sample one in four learners (across the partnership as a whole), and achieve a 50% response rate among learners sampled. There were two important exceptions to the one in four rule:

- Partnerships with more than 4,000 learners in total were advised to set an absolute target of 1,000 achieved responses.
- Partnerships with fewer than 400 learners in total were advised to sample more than 1 in 4 learners in order for there to be sufficient responses for analysis – i.e. a minimum of 100 achieved responses – and more than this if the provider intended to analyse responses by individual partner organisation.

Sample design for ACL/WfA and part-time FE learners

3.10 In order to meet the rules above, it was important to ensure that the selection of classes or cohorts of learners was representative. This is particularly relevant for providers running class-completion sessions, which form a natural cluster of learners with similar profiles. Where relevant, providers were asked to follow the steps below:

- Identify the number of part-time FE, ACL or WfA learners to be surveyed using the rules described above.
- Identify the number of classes to be surveyed to meet these numbers.

- List all eligible classes and sort the classes by Sector/Subject area – an important step to ensure an even spread of courses.
- Select every “Nth” class from the list. To work out what “Nth” should be, divide the total number of eligible classes by the number of classes you need to survey. For example, if there are 30 part-time classes and you need to survey 10 classes, then $Nth = 30/10 = 3$. This means that every third class from the list should be selected.

3.11 Providers in partnership arrangements were asked to ensure that all partners were included to provide representative findings. In addition, it was suggested that smaller partners could be asked to sample more than one in four learners in order to have sufficient volume to analyse the findings at individual partner level if appropriate.

3.12 It is important to note that accurate information on response rates cannot be included in this report as it was not feasible to collect data on how many learners were sampled at each provider. Participation rates are provided in section 6 of this report, outlining the number of learners who took part as a proportion of all in-scope learners (according to the LLWR).

Requirement 2: Representative sample profile

3.13 In addition to meeting the minimum number of interviews described above, all providers were reminded that the overall responses received should be representative of all their eligible learners by age, gender, qualification-level and course type.

3.14 For example, where 30% of a provider’s learners were aged 16-18, then 30% of the achieved responses should be from learners aged 16-18. Similarly, providers were asked to ensure that the sample of learners selected should be representative of their learner population by covering the different types of courses offered to avoid any skewing of the final data.

3.15 Providers delivering multiple types of provision (e.g. both FE and ACL) were expected to meet response rate targets (and learner profile) for each type of provision.

- 3.16 Overall response rate targets also depended on the methodology used by each provider. Where the survey was completed online, providers were encouraged to exceed the 50% response rate, wherever possible, due to the cost-effectiveness of online completion and to enable more detailed analysis of the data through live matching to the LLWR database. However, achieving a representative learner profile in terms of learner characteristics took priority.
- 3.17 It was acknowledged that it would be unrealistic for providers to achieve an entirely representative sample, so there would be a need for data weighting to correct for any minor variations and ensure that data was representative both at individual provider level and at learning sector and all-Wales level before the survey results are published and analysed.
- 3.18 A snapshot was taken from the Lifelong Learning Wales Record (LLWR) database in January and February 2013. Each provider's learner population was broken down by age, gender and (for FE) course level to:
- Determine whether survey responses were representative of all learners at a provider; and
 - Weight the final survey data (if required). The aim was to avoid applying heavy weighting as this would increase the margins of error (i.e. the level of confidence that the survey data is representative of the views of all learners).
- 3.19 All providers were sent details before fieldwork of their learner profile for January 2012. This was intended as a gauge of what a representative sample would look like for their organisation in January 2013 using the latest like-for-like data available at that point. However, providers were able to (and encouraged to) manually adjust their profiles if they had experienced significant changes in learner numbers since January 2012. A revised profile using January 2013 data was provided in mid-January.
- 3.20 The above learner profile data was only available for providers who submit LLWR data on their learners' demographics and learning activities on a regular basis to the Welsh Government. WfA providers were asked to submit equivalent

data at aggregate level for their in-scope learners so that a similar comparison could be made with their actual survey responses received.

Learner validation

- 3.21 Learners entering the online survey were asked for their provider's unique LLWR code (LLWR field LN03) and Unique Learner Identifier (LLWR field LN01 – this was chosen as the only reliably 'unique' code available for learners on a cross-provider basis). This data was then 'validated' or matched where possible at the time of the survey to the learner's LLWR data so that (where applicable) the learner could be asked course-specific questions as part of the survey (see section 3.2). Successfully matched learners were also spared from having to enter any demographic information that is already available from their LLWR record.
- 3.22 Learners at providers that do not submit LLWR data to the Welsh Government were able to enter an equivalent provider code and manually enter their demographic details in order to access the survey.
- 3.23 Learners with LLWR records who could not be matched at the time of the survey were asked to enter equivalent information such as their name and date of birth so that efforts could be made after fieldwork to match them with their LLWR data (post-survey validation or 'fuzzy matching'). Examples of this are where a learner mistyped their own Unique Learner Identifier or where LLWR data had not yet been updated to reflect emerging partnerships between providers.
- 3.24 The priority was to ensure that learners could be matched to the LLWR dataset to: allow for a course level loop (FE full-time learners only); to minimise the number of demographic questions endured by those taking part; and to append additional learner information from the LLWR to be included in survey data (such as site or course). It was not possible to match some learners who completed the survey with their LLWR data, though their responses are still included in the survey without these variables.

3.25 During fieldwork, daily response rate updates were provided via a bespoke provider portal to show the number of online survey completes and how many of these learners had been successfully validated during the interview. Due to the technical specifications required to set up the reports being more complex and time-consuming than anticipated, teething problems meant these reports were not consistently available on a daily basis until the third week of fieldwork. With the set-up work now complete these will be available throughout the fieldwork period in future Learner Voice Wales surveys.

3.26 Similarly, a more detailed breakdown of online completes by age, gender, qualification level and course type was made available mid-way through fieldwork and updated daily during the final week of fieldwork. This showed how the profile of learners completing the survey compared with a provider's LLWR profile. This more detailed daily breakdown was also delayed due to technical complexities in year 1, but with the set-up work now in place it will be made available on a daily basis in future years.

3.27 The purpose of the response rate updates was for the data in them to be used by providers to:

- Monitor response rates to check that the sample remained broadly representative; and
- Identify learners/classes that should be selected for the survey in order to reach response targets.

3.28 One of the lessons learned from the survey is that work should have started earlier to work on and test the response rate reports, though it was difficult to simulate the live fieldwork environment in advance of the fieldwork period starting. More timely availability of daily response rate reports should assist overall participation rates and sample representativeness in future years.

3.29 As in the pre-fieldwork stage, WfA providers that do not submit LLWR data were asked to compare response rate information with the information submitted in their profile grid based on their own data records. Further

information on validation and matching rates, both overall and per provider, is included in section 6 of this report.

4 Questionnaire

4.1 This section gives an overview of the questionnaire content including the course level questions. It also provides details on the different questionnaire versioning. A copy of the core questions (and comparison between versions) can be found in Appendix 1, with further discussion of how the questionnaire is likely to evolve in future years in section 9.

Content, length and versions

4.2 There were three main versions of the questionnaire with slightly different wordings depending on whether the learner is undertaking: (i) FE; (ii) WBL; and (iii) ACL/WfA. The survey questions are attached at Appendix 1. Each version was available in English, Welsh and bilingually, and all versions were designed to be completed, on average, in less than 10 minutes.

4.3 The average time taken to complete the online survey was 10 minutes and 16 seconds (10:16). ACL learners took significantly longer than this, with a mean survey length of 12 minutes and 4 seconds; WBL, WfA and part-time FE learners all took less than ten minutes to complete the survey (9:41, 9:33 and 9:07 respectively on average). Full-time FE learners took, on average 10:17.

4.4 As expected, some groups of learners took longer to complete the survey online than others: Non-matched learners took a minute longer than “live-matched” learners given the additional demographic information required in the survey (10:57 vs. 9:53); learners aged 25+ (10:45) took longer to complete the survey online than younger learners. LLDD learners (12:36) took longer than learners who indicated that they were not LLDD (9:54) or preferred not to disclose this information (11:17). Finally, learners who revealed that they had received help with completing the survey took longer than other learners (11:47 vs. 10:11).

4.5 Where providers requested paper questionnaires (for instance due to the frequency or location of their contact with learners, lack of access to a computer, or lack of computer skills for older learners) providers were responsible for giving learners the correct version of the questionnaire. For online completion, learners were routed to the most appropriate 'version' as follows:

- Learners who were successfully matched to the LLWR database at the start of the survey were automatically routed to the correct version (which they could select to complete in English or Welsh).
- Learners who could not be matched to the LLWR at the start of the survey were asked to select their learning type (FE, WBL, ACL or WfA). Their response to this question determined the version they subsequently completed.

4.6 The survey questions covered the following aspects of the learning experience:

- Information and advice;
- Support;
- Responsiveness;
- Environment and well-being;
- Teaching and training; and
- Overall satisfaction.

4.7 The scale for the core questions was carefully considered to ensure that it was simple, balanced and offered sufficient differentiation. According to previous research studies, learners are broadly positive about their experiences, and therefore it was important to aid benchmarking and trend data by allowing for differentiation at the top-end of the scale. Though some learners find it difficult to rate without a mid-point if the gap between the upper and lower parts of the scale is too large, others gravitate towards a mid-point without fully considering an answer. It was therefore decided not to have a mid-point, but to ensure that the gap between the upper and lower parts of the scale was appropriate. Similarly, at the pilot stage 'questions' were preferred over 'statements' for

learners to agree or disagree with as learners said they wanted to feel that they were being asked their views rather than told how they might feel. Finally, both learners and providers stated a preference to refer to a 'poor' rather than 'bad' experience.

4.8 The scale selected for the questions in the 2013 survey after extensive consultation and cognitive testing was:

- Very good
- Good
- Fairly good
- Fairly poor
- Poor
- Very poor

4.9 Where relevant to a specific question, additional options of "Don't know" and "This does not apply to me" were also available.

4.10 In addition to the core questions, the survey also asked learners about learning through the medium of Welsh or bilingually, and offered them the opportunity to provide verbatim responses regarding what they liked the best about their provider and what (if anything) they would improve.

4.11 Finally, learners completing paper questionnaires were asked to provide some demographic information such as their age, gender and qualification level. Online learners who could not be matched with their LLWR record or who did not have a LLWR record were also asked for this information.

Online completion

4.12 This section considers the extent to which learners "dropped out" of the online survey before completing all questions. It is difficult to provide exact information on the extent of and reasons for this, as it is impossible to tell how many learners subsequently went onto complete the survey in another session after dropping out part-way through it (for example because they made a mistake or realising that they needed more time).

- 4.13 The online survey was entered on 54,742 unique occasions and completed by 39,339 learners (i.e. 72% of visits to the survey site went onto be completed responses from learners).
- 4.14 By far the most significant drop-out came early in the survey where learners realised they did not have their (correct) provider ID number. This accounted for 71% of drop outs, and a further 17% of drop-outs came during the stage when non-matched learners were asked to enter their details.
- 4.15 The remaining 12% of drop-outs (just over 1,800) were spread relatively evenly throughout the rest of the survey, with 462 learners dropping out between the start of the teaching and learning questions (course-level loop for full-time FE learners) and the end of the survey. 1,338 learners exited the survey in the later stages of the survey. The drop-out rate is inline with similar online surveys conducted by Ipsos MORI; however further guidance will be issued to providers in year 2 to ensure that the risk of learners not completing the questionnaire is minimised.

Course level loop

- 4.16 Full-time FE learners who completed the survey online, and who were matched with their LLWR information at the beginning of the survey, were allowed to give course level responses for the teaching and learning questions. These learners were able to rate the teaching and learning for up to three courses considered as 'main qualifications', then prioritised by level and randomisation where the learner was doing more than three courses (e.g. where courses are modular as nature and treated as distinct learning aims or qualifications for the purposes of the LLWR).
- 4.17 This feature of the online survey was intended to offer more insightful data by allowing learners to differentiate between various courses and their overall experience.
- 4.18 Of the 14,889 full-time FE learners to complete the online survey who were matched at the start of the survey, 13,987 (or 94%) went through the course-level loop. The remaining 902 (6%) were not studying 'main qualifications', and

as such did not qualify for the course-level loop. In addition, 4,723 full-time FE learners could not be matched with their LLWR record at the start of the survey , and 327 full-time FE learners completed the survey on paper.

4.19 Other types of learner answered the questions relating to teaching and learning just once, and were asked to think about their teachers and tutors across all courses in general. WBL learners were asked to complete the survey for their programme as a whole.

Welsh language

4.20 Learners were able to complete the survey in English or Welsh.

4.21 Learners who completed the survey online were able to simultaneously flick between the English and Welsh version of the text whilst submitting their responses.

4.22 Learners who completed the survey on paper were, where appropriate, handed a bilingual copy of the questionnaire with the Welsh questionnaire on one side of the booklet, and the English questionnaire on the flip side of the booklet for ease of reference.

Survey linking

4.23 All providers were offered the opportunity to link the Learner Voice Wales online survey to an existing online learner survey at their institution.

4.24 Three providers took up this option. 6,703 learners were redirected at the end of the Learner Voice Wales survey to the provider's own survey. This represented 17% of all learners completing the survey online, and 12% of all learners completing the survey overall. However, not all of these learners subsequently completed the provider's survey, and this is an area where there is room for improvement (e.g. in signposting on-screen instructions) in future years of the Learner Voice Wales survey.

5 Survey administration

5.1 This section details the administrative process for learners completing the survey online or using a paper questionnaire.

Online versus paper completion

5.2 Providers were encouraged to ask their learners to submit online responses wherever possible, though many providers requested at least some paper copies of the survey which were necessary for particular groups of learners with limited access to a computer, especially in ACL and certain types of WBL provision.

5.3 The benefits of an online approach (compared with paper) were significant:

- No limit to the number of online responses that can be submitted, and the more responses that are submitted increased the ability to drilldown the results.
- Live validation against a learner's LLWR data, increasing the overall chances of a learner being validated and reducing the survey length by drawing in demographic detail from the LLWR.
- Full-time FE learners who 'live' matched to their LLWR were able to give course level responses.
- Providers were able to monitor online response rates via the provider portal.
- Providers could ask to link the online Learner Voice Wales survey to their own internal learner survey so that learners complete both in one sitting (which three did request).
- Reduced administration time and effort required by providers.
- In future years, providers will be able to add bespoke questions to the online survey.

5.4 The online survey was also accessible by smartphone, tablet and BlackBerry.

5.5 However, many providers still preferred to order at least some paper copies for reasons including:

- Doubts around their learners' ability or willingness to complete the survey online.
- Many apprentices and other work-based learners being in workplaces with no IT facilities.
- ACL learners by nature often learning in small community venues with no IT access.
- Connectivity issues, particularly in more rural parts of Wales.
- Possibly a preference among some providers to use the 'tried and tested' method of using paper copies which they might be more accustomed to or comfortable with as opposed to an online survey.

5.6 The number of requests for paper questionnaires totalled 45,310. It was agreed to send 39,023 copies of the paper questionnaire to providers following a detailed review process undertaken by the Welsh Government, Steering Group and Ipsos MORI which incorporated providers' response rate targets and learner profiles as available from the LLWR.

5.7 However, only 14,559 completed paper surveys were returned, 37% of the available total. The reasons for the relatively low return rate are likely to be many and varied, ranging from a delay in some questionnaires being distributed (in some cases both to the provider's overall survey coordinator and then to partners, consortium members or local venues on the ground), to poor weather during the fieldwork period, a natural tendency for providers to over-estimate when booking as a contingency to ensure no learner missed out, and questionnaires being taken home by learners with good intentions to complete but being overtaken by other priorities (a common drawback with paper-based surveys).

- 5.8 It should be noted that learners submitting paper responses were generally more positive about their experience than those submitting responses online, most notably in the proportion giving the highest ratings (i.e. selecting 'very good'). This is in line with similar mixed-mode surveys and the 2010 Learner Voice Wales pilot.
- 5.9 The difference cannot be quantified from year 1 because it is not possible to control for demographic factors and thus determine whether the difference is due to a mode effect or whether it can be explained by a number of valid reasons (for example the profile of learners submitting paper responses). Further pilot work to explore the existence of any mode effect will therefore take place during the year 2 survey.

Administering the survey

- 5.10 Providers were asked for their own tips to ease the process of administering the survey and to maximise response rates, which were collated and distributed to all providers. These included:
- Having a dedicated team or co-ordinator to administer the survey.
 - Getting staff on board early, via briefing both key senior staff and tutors (or those likely to be administering the survey) on the importance of the survey and the detail of how it should be administered.
 - Engaging the provider's marketing team by using the branding toolkit to produce internal marketing materials. (Ipsos MORI made available a DfES-approved toolkit of branding and promotional materials to all providers, including PowerPoint slides, posters and leaflets).
 - Asking staff managing Management Information System [MIS] data to either: i) email learners (using mail merge) their relevant LLWR information; or ii) produce a spreadsheet listing it for learners by course or tutor group for classroom sessions.

- Considering a prize draw for learners who completed the survey where feasible (i.e. where the survey is completed in classroom sessions where tutors are able to mark who is present).
- Incentivising staff in different faculties, teams or consortia members/partners to achieve the highest response rates.

5.11 Sharing and discussing experiences of what worked well and did not work so well was a key part of the Learner Voice Wales conference to which all providers were invited at the end of June 2013. Feedback from this conference is included in section 9 of this report.

5.12

6 Participation and matching rates

Participation

- 6.1 A total of 53,898 learners submitted responses to the survey, 655 of which were completed in Welsh.³
- 6.2 An overall participation rate of 67.6% was achieved. Table 1 on the next page shows the participation rate by sector and mode.

³ This includes the number of paper responses completed in Welsh and the number of learners submitting their final question response in Welsh online. Due to the ability to flick between English and Welsh simultaneously throughout the online survey, it is possible that the number choosing to complete some questions in Welsh is higher.

Table 1: Response online and on paper by provider type (a)

	Further Education learners						Overall total
	Total	Full-time (b)	Part-time (b)	WBL	ACL	WfA	
Total in scope learners population	65,524	31,091	34,433	30,165	25,992	13,280	134,961
Total sample of in scope learners	39,699	31,091	8,608	30,165	6,498	3,320	79,682
Total completes	31,808 (c)	19,939	6,464	13,236	7,039	1,815	53,898
Online	29,678	19,612	5,519	6,828	2,007	826	39,339
Paper	2,130	327	945	6,408	5,032	989	14,559
Response in Welsh	152	93	28	97	188	218	655
Participation rate (<i>% of all in scope population</i>)	48.5%	64.1%	18.8%	43.9%	27.1%	13.7%	39.9%
Participation rate (<i>% of total sample</i>)	80.1%	64.1%	75.1%	43.9%	108.3%	54.7%	67.6%
Match Rate to LLWR (<i>% of completes</i>)	84.0%	n/a	n/a	54.0%	44.0%	n/a	74.5%

(a) 15 FE institutions, 22 WBL providers providers/consortia, 18 ACL partnerships, 5 WfA language centres took part in the survey

(b) These figures are for learners matched to the LLWR; FE learners that could not be matched to the LLWR could not be assigned a course type and can therefore only be included in the total number of FE learners. As a results the figure shown at c) is a sum of FE FT and PT completes as well as unmatched FE learners

(c) This figure includes 5,405 learners who cannot be identified as full-time or part-time as they did not match to the LLWR

Validation

- 6.3 A total of 40,161 learners were validated against their LLWR record, 24,658 at the time of completing the online survey and the remaining 15,503 via 'fuzzy-matching' - the post-survey validation process where it is attempted to match demographic information supplied by the learner when completing the survey against their LLWR record.
- 6.4 The success rate of fuzzy matching was 52% overall, 54% for paper surveys and 51% for surveys completed online (i.e. where a learner could not be live-matched). This varied from 71% in WBL to 52% in FE and 39% in ACL.
- 6.5 There was an even wider variation at provider level – ranging between 97% and 0%. However, when looking at fuzzy matching rates across their different types of provision, eight providers had a success rate of higher than 80%.
- 6.6 Around 2,000 paper surveys were received with no LN03 (Unique Learner Identifier) entered on them, and a designated space will be added on the paper survey in future years for learners to enter their name and date of birth, which should help to boost validation rates further.
- 6.7 Tables 2-5 on the following pages show the participation and matching rates (as applicable) for individual providers in each learning sector.

Table 2: Participation rate and matching rate by FE provider

FE Provider name ⁴	LLWR Sample			Survey response	Participation rate		Matched to sample	
	Total	% of FE	Overall sample target	Final completes	Participation rate (% of total sample)	Participation rate (% of all in scope population)	Matched to LLWR	Match rate to LLWR (% of completes)
Bridgend College	4,306	7%	2,874	2,221	77%	52%	2,121	95%
Cardiff and Vale College	7,589	12%	5,045	5,870	116%	77%	5,131	87%
Coleg Ceredigion	751	1%	601	481	80%	64%	463	96%
Coleg Morgannwg	4,066	6%	2,748	2,675	97%	66%	2,513	94%
Coleg Powys	1,871	3%	1,117	593	53%	32%	533	90%
Coleg Sir Gâr	2,076	3%	1,223	1,887	154%	91%	746	40%
Deeside College	6,701	10%	3,858	2,085	54%	31%	1,979	95%
Gower College Swansea	7,213	11%	4,406	1,173	27%	16%	503	43%
Grŵp Llandrillo-Menai	11,541	18%	6,662	4,731	71%	41%	4,089	86%
Merthyr Tydfil College	1,888	3%	1,245	603	48%	32%	489	81%
Neath Port Talbot College	5,213	8%	3,320	2,719	82%	52%	2,504	92%
Pembrokeshire College	3,403	5%	1,821	1,186	65%	35%	1,055	89%
St David's Catholic College	1,000	2%	288	990	344%	99%	298	30%
Yale College	4,028	6%	2,348	2,508	107%	62%	2,202	88%
Ystrad Mynach College	3,878	6%	2,146	2,086	97%	54%	2,012	96%

⁴ Coleg Gwent declined the invitation to take part in the survey in Year 1 so their learners have not been included in the table above or as “in-scope”. Coleg Gwent had 9,479 FE learners on the LLWR in February 2013 and would have accounted for 13% of FE if they had been included in the above table.

7

Table 3: Participation rate and matching rate by WBL provider

WBL Provider name	LLWR sample			Participation rates		Match to LLWR	
	Total	% of WBL	Target with 50% RR	Final completes	Participation rate (% of all in scope population)	Matched to LLWR	Match rate to LLWR (% of completes)
A4e Wales Ltd	675	2%	338	348	52%	245	70%
Acorn Learning Solutions Ltd	876	3%	438	578	66%	502	87%
ACT Ltd	5,437	18%	2,719	2,518	46%	2,037	81%
Babcock Ltd	774	3%	387	248	32%	216	87%
Cambrian Training Company	716	2%	358	245	34%	229	93%
Cardiff and Vale College Consortium	2,270	8%	1,135	965	43%	868	90%
City and County of Swansea Employment Training	1,106	4%	553	389	35%	316	81%
Construction Skills	933	3%	467	407	44%	329	81%
Deeside College	1,666	6%	833	1,308	79%	967	74%
ESG	262	1%	131	32	12%	24	75%
Gower College Swansea	731	2%	366	261	36%	28	11%
Grŵp Llandrillo-Menai	2,951	10%	1,476	1,281	43%	952	74%
ISA Training	654	2%	327	292	45%	227	78%
ITEC Training Solutions Ltd	2,157	7%	1,079	1,192	55%	929	78%
League Football Education	32	0%	16	31	97%	31	100%
Mid Wales WBL Consortium	647	2%	324	316	49%	272	86%
Rathbone	395	1%	198	247	63%	166	67%
Skills Academy @ Neath Port Talbot College	1,846	6%	923	1,037	56%	792	76%
Skills Academy Wales (South West)	1,961	7%	981	720	37%	599	83%
Torfaen Training	1,347	4%	674	54	4%	47	87%
Vocational Skills Partnership	1,804	6%	902	450	25%	367	82%

Yale College Consortium	925	3%	463	317	34%	248	78%
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Table 4: Participation rate and matching rate by ACL partnership/provider

ACL Provider name ⁵	Sample			Participation rates			Match to LLWR	
	Total	% of ACL	Target 1 in 4 and 50%	Final completes	Participation rate (% of total sample)	Participation rate (% of all in scope population)	Matched to LLWR	Match rate to LLWR (% of completes)
Bridgend Community Learning Partnership	1,048	4%	131	45	17%	4%	13	29%
Cardiff Community Learning Network	5,383	21%	673	445	33%	8%	330	74%
Carmarthenshire ACL Partnership	327	1%	41	230	280%	70%	16	7%
Cyswllt Dysgu (Conwy/Denbighshire Adult Learning Network)	613	2%	77	366	239%	60%	148	40%
Dysgu Bro Ceredigion	181	1%	23	190	415%	105%	19	10%
Flintshire Community Learning Network	245	1%	31	226	365%	92%	151	67%
Gwent ACL Partnership	4,561	18%	570	881	77%	19%	575	65%
Gwynedd & Ynys Môn Community Education Network	550	2%	69	131	95%	24%	2	2%
Merthyr Tydfil Community Learning Network	146	1%	18	173	481%	118%	53	31%
Neath Port Talbot Adult Learning Network	179	1%	22	279	634%	156%	103	37%
Pembrokeshire Learning Network	1,592	6%	199	457	115%	29%	214	47%
Powys Community Learning Network	225	1%	28	165	295%	73%	11	7%
Rhondda Cynon Taff Community Learning Network	925	4%	116	555	239%	60%	227	41%
Swansea Learning Network	2,550	10%	319	987	155%	37%	726	76%
Vale Learning Network	1,242	5%	156	399	128%	32%	213	53%
WEA (North) / Coleg Harlech	1,659	6%	207	363	88%	22%	190	52%
WEA (South)	3,567	14%	446	320	36%	9%	0	0%
Wrexham Community Learning Network	41	0%	5	216	2,160%	527%	17	8%

⁵ LLWR data is of unknown quality for ACL, therefore it is possible that participation rates may not be as high as they appear here.

YMCA	378	2%	47	466	496%	123%	0	0%
Ystrad Mynach College	580	2%	73	145	99%	25%	124	88%

Table 5: Participation rate by WfA provider

WfA Welsh Language Centre Provider name ⁶	Sample		Participation		
	Total	1 in 4 and 50%	Completes	Participation rate (% of total sample)	Participation rate (% of all in scope population)
Cardiff & Vale of Glamorgan [Cardiff University]	1,658	207	344	83%	21%
Glamorgan & South Wales [University of Glamorgan]	1,579	197	235	60%	15%
Mid Wales [Aberystwyth University]	1,976	247	204	41%	10%
North Wales [Bangor University]	4,650	581	617	53%	13%
West Wales [Swansea University]	3,417	427	415	49%	12%

⁶ Coleg Gwent declined the invitation to take part in the survey in Year 1 so their learners have not been included in the table above or as “in-scope”. Coleg Gwent had 1,530 WfA learners on the LLWR in February 2013 and would have accounted for 10% of WfA if they had been included in the above table.

7 Weighting and data accuracy

Background information

- 7.1 In the preparation of the data, rim-weighting was used.
- 7.2 Rim-weighting uses a mathematical algorithm to help provide an even distribution of results across the entire dataset while balancing certain categories such as age or gender to pre-determined totals. It weights the specified characteristics simultaneously and disturbs each variable as little as possible. A cap is applied on how far any one individual's responses are weighted so as to avoid unduly distorting any data.
- 7.3 Weighting was applied at three levels to ensure that the data was representative of the learner profile: i) weighting learners within provider; ii) an additional rim-weight was applied to account for distribution of responses by provider within a sector; and iii) a final rim-weight was applied to account for the distribution of responses by sector within the all-Wales dataset.
- 7.4 The variables chosen for weighting at provider level were:-
- FE: interlocking age and gender; full-time/part-time, highest level of qualification
 - WBL: interlocking age and gender; programme type
 - ACL: age and gender
 - WfA: age, gender, level of course.
- 7.5 Weights were based on data derived from the 2012/13 data snapshot of the LLWR taken in February 2013 or equivalent learner data sent by non-LLWR providers. Please note that totals were based only on the 'in scope' providers that participated in the survey – i.e. 15 FE institutions, 22 WBL providers/consortia, 18 ACL partnerships and five WfA Centres.

7.6 The weights used at sector level can be seen in the tables in section 6 under the ‘% of FE/ WBL/ACL/WfA’ column. For example, Bridgend College FE learners made up 7% of the total number of in-scope FE learners according to the LLWR data snapshot taken in February 2013, so Bridgend College learners in the survey represented 7% of the FE sector data universe used in calculating benchmarks for reporting. This weighting ensured that large providers were not under-represented and small providers were not over-represented in the learning sector-specific reporting and benchmarks. Failure to weight the data by provider size would have distorted the data at sector and all-Wales level by exaggerating the views of learners at providers that achieved good response rates so that the data would not have been representative of the in-scope learner population.

7.7 At all-Wales level, a similar weighting process took place based on the figures below taken from the February 2013 LLWR data snapshot or equivalent learner profile data for non-LLWR providers so that no learning sector is under- or over-represented in all-Wales analysis.

Learning Sector	Number of in-scope learners	% of all-Wales total
FE	65,524	48.55%
WBL	30,165	22.35%
ACL	25,992	19.26%
WfA	13,280	9.84%
Total	134,961	100%

Weights applied by provider

7.8 The tables below show each provider’s learner profile as taken from their February 2013 LLWR data snapshot or equivalent manually compiled data

- 7.9 Learners with unknown age, gender or qualification level details were given a value of 1 for the purposes of weighting so as not to distort any data.⁷
- 7.10 It was decided not to weight data for very small providers and providers that did not achieve a high number of responses – this applied to League Football Education, Torfaen Training and ESG (all WBL providers), and Bridgend Community Learning Partnership (ACL).
- 7.11 Furthermore, despite there being two individual Coleg Harlech FE learners on the LLWR statistical snapshot in February 2013 it made sense to count all Coleg Harlech/WEA (North) learners as ACL learners for the purposes of reporting rather than excluding these two Coleg Harlech FE responses.
- 7.12 A manual adjustment was made to the St David’s Catholic College data due to the provider being behind with their submission of LLWR data on their learners to the Welsh Government. Although 999 St David’s learners completed the survey, only 522 appeared on the LLWR data snapshot taken by the Welsh Government in February 2013. As discussed with St David’s in March 2013, this was changed to 1,000 (using the same learner characteristics as shown for the 522 learners on the LLWR) in order to more accurately represent St David’s learners in FE sector and all-Wales data.
- 7.13 A similar assumption was made for ACL learners at Cardiff and Vale College, and Grŵp Llandrillo-Menai. These learners spanned different ACL partnerships (Cardiff/Vale of Glamorgan, and Conwy Denbighshire/Gwynedd and Ynys Môn respectively). The overall ACL learner characteristics for these colleges were used at partnership level since this level of information was not available.
- 7.14 For the purposes of determining the overall size of each ACL partnership, it was also assumed that ACL learners at Cardiff and Vale College were split equally in proportion to the overall learner split between the Cardiff (79.4%) and Vale of Glamorgan (20.6%) ACL partnerships, with these figures taken from ‘site of

⁷ This means that these learners are not “up-weighted” (as learners with characteristics that were under-represented in the survey when compared against that provider’s learner profile were) or “down-weighted” (as learners with characteristics that were over-represented in the survey against that provider’s learner profile were). All learners with known age, gender and qualification level details were therefore given a weighting value of lower or higher than 1.

delivery' postcode data captured in the LLWR. For Grŵp Llandrillo-Menai ACL learners, the same assumption was made so that learners were split between the Conwy/Denbighshire (52.7%) and Gwynedd and Ynys Môn (47.3%) ACL partnerships, again using LLWR 'site of delivery' postcode data.

7.15 Profile information was not available from the West Wales WfA Centre in time for overall deadlines to be met, so no weighting took place at provider level for this provider though the overall number of WfA learners at this centre were built into WfA sector and all-Wales weighting. In addition, age data was not available from the Glamorgan WfA Centre in time for this to be included in the provider-level weighting.

Data accuracy

7.16 Where a learner completed the online survey more than once, the latest response was taken and used to over-write earlier data submitted by that learner.

7.17 Data submitted by learners that completed paper copies of the survey was quality checked to remove duplicate responses and to apply edits where either an invalid response had been given, or multiple responses had been supplied to single-code questions.

7.18 During the matching process some consideration was given to interchangeable provider codes – for example where a WBL learner at an FE college may have inadvertently used (or been advised to use) the FE college's LLWR code rather than the WBL consortium code. Where a suitable match was found in such instances, the learner was 'transferred' to the relevant provider code.

7.19 A similar process applied where 'illogical' responses were provided – e.g. a learner claiming to be undertaking an FE or ACL qualification at a WBL-only provider had their data for the sector type qualification overwritten to count as WBL.

7.20 An edit was made to merge providers' data where two or more individual codes were used in the survey. Examples included Swansea College and Gorseinon College learners being merged into Gower College Swansea's post-merger

code, and FE colleges' ACL learners being merged with the relevant local authority's code so that responses could be reported at partnership level. In all such cases it will be possible to separate these responses again and look at them separately on the online reporting tool.

7.21 Finally, where there was a clash between the LLWR data and survey data provided by the learner, it was agreed that the survey data should be used.

8 Reporting and analysis

- 8.1 Each provider received a benchmarked report, as well as access to an online reporting portal, a tool from which they could analyse the data based on 'non-uniform' measures such as site of delivery or specific course (where there were sufficient numbers of responses received – see section 8.14). Further guidance on how to interpret the results was also issued.
- 8.2 Each provider also received a copy of 'cleaned' verbatim responses for the two open ended questions which were appended to key demographics course level / sector subject areas where this was possible in line with the rules of suppression outlined in section 8.14. Verbatims were left uncoded (i.e. they were not grouped together into categories to reflect the type of comments made by different learners), but were anonymised with any obscenities removed.⁸
- 8.3 The Welsh Government and Estyn are also able to access the benchmarked reports and verbatim responses for all providers.
- 8.4 As well as this technical report, and an All-Wales report (including statistical analysis on the key drivers of satisfaction) was produced.
- 8.5 Finally, one factsheet has been published per learning sector, with key findings from the survey shown on one A3 colour page. These have been designed to condense the results into an accessible and eye-catching format, from which the key findings can be digested.

⁸ Any safeguarding concerns raised through the verbatims (for example reference to bullying) were considered on a case by case basis by the Welsh Government and the Quality and Compliance team at Ipsos MORI in line with data protection protocols and market research codes of conduct.

Provider reports

- 8.6 Each provider was able to see the report for their organisation by downloading it from the bespoke provider portal, but could not access the reports for other providers.
- 8.7 Providers were consulted and able to feed back on the content for the PowerPoint report template in January 2013, including the appropriate balance between the detail and length of the reports. The final reports included sector and national benchmarks for all questions, and a breakdown of results by key sub-groups (age, gender, ethnicity, LLDD, sector subject areas / course level / programme type).

Online reporting tool

- 8.8 Where the provider reports provided 'static' data, providers were also able to interrogate their data and run bespoke investigations through an online reporting tool. Access to this portal was provided through assigned logins – one for each provider.
- 8.9 The portal included sector benchmarks, and allowed provider to consider additional sub-group variables such as course and site of delivery. In future years, the online reporting tool will also enable users to make quick and easy comparisons in reviewing data trends over time.
- 8.10 Whereas the Provider PowerPoint reports were provided at the consortium level for relevant providers, the portal gives users the option to breakdown by consortium site or sub-contractor for learners who were matched with their LLWR data record.
- 8.11 However, it was not possible to distinguish between franchise and non-franchise learners, though depending on the way in which providers have submitted their LLWR data, it may be possible to identify franchise provision from the 'site of delivery' variable which is included in the online reporting tool.

- 8.12 Responses of 'This does not apply to me' at any question in the survey were treated as valid responses on the online reporting tool to allow providers access to the full raw data. These were removed from the base in the All-Wales report to allow for comparison between questions and sectors – i.e. analysing the rating of those who have experienced a particular element of service such as additional learning support.
- 8.13 The original intention had been to provide the online reporting tool in May 2013. However due to the complexity of the dataset, this was not completed until late June 2013. The main challenges focused on the incorporation of the course level loop data (with multiple data entries per learner) and the large number of values present in some variables (for example number of courses).

Data breakdowns and benchmarks

- 8.14 In line with research codes of conduct⁹, all data was subject to rules of suppression meaning that learner-level details were withheld to ensure that data remained anonymous where it might have been possible for a learner to be identified.
- 8.15 Data for sub-groups of learners (for example all of a particular ethnicity or age) with a base size of below 10 as featured in reports should be treated with caution and seen as indicative only, whereas data breakdowns for sub-group base sizes below 5 were suppressed in order to maintain learner confidentiality.
- 8.16 Rules of suppression do not mean that any learners were excluded from the dataset, but only that it was not possible to breakdown data to certain specific levels.
- 8.17 There were limits on the variables that could be attached to learners who were not recorded on the LLWR and/or could not be matched to the LLWR. For these learners, only a breakdown by the variables collected during the survey (age, gender, level of course and Welsh language skills) could be included.
- 8.18 The benchmarks were created by combining the weighted data from the relevant providers, and applying sector weights to ensure all data was representative of the learner population for that sector. A similar process applied to the all-Wales benchmarks. Further details of the weighting variables used are included in section 7.4.
- 8.19 For the illustrative purposes of denoting a provider's performance against the average for that learning sector (FE, WBL, ACL and WfA), red, amber and green ratings (or RAGing) was used based on the percentage of learners rating the provider as 'Very good' on a particular question. The proportion of 'very good' responses was chosen as the benchmark after consultation with

⁹ Adhering to the Data Protection Act (1998) and the Market Research Society code of conduct: https://www.mrs.org.uk/standards/code_of_conduct and

providers. Given the vastly positive nature of responses, it allows for greater differentiation between providers and provides an aspiration measure which can be tracked over time.

8.20 Red was used to illustrate a score of greater than 5 percentage points below average, and green was used to illustrate a score of greater than 5 percentage points above average. Composite scores were created to provide an overview of learner response to five themes across the questionnaire; these were:

- Information and advice (Q1 and Q2)
- Support (Q3)
- Responsiveness (Q4)
- Health and Wellbeing (Q5)
- Teaching and training (Q6)

8.21 Composite scores were created to help summarise the views of learners across a battery of questions that relate to the same theme. They are calculated at the individual level, taking an average of a learner's response to each of the questions within that theme.

Key drivers analysis

8.22 Key drivers analysis (KDA) is a statistical test performed to analyse the relative strength of factors (independent variables) in determining the outcome of the answer to a specific question (the dependent variable). In 2013, KDA was conducted on Q8 "Please can you rate your college/provider overall" to help understand which aspects of the learner experience were most important for shaping a learners overall rating of their provider.

8.23 The statistical test will only work once certain criteria have been met within the data and therefore a number of edits were made to prepare the data for analysis. The first includes a reduction in the number of responses entered into the model. The initial dataset included 53,898 respondents, however the number of responses entered into the analysis was reduced to 33,534 to account for learners who:

- did not answer Q8 (the dependent variable) or answered don't know answered "This does not apply to me" to any of the 20 drivers; or
- did not give an answer to at least 10 of the drivers.

8.24 The rest of the missing values were imputed using Markov Chain Monte Carlo (MCMC) methods (imputation is the practice of 'filling in' missing data with plausible values, which is calculated using the responses of like minded respondents).

8.25 Factor analysis was conducted to reduce the number of 'drivers' to be considered by the KDA. The factor analysis looks for questions that yield similar responses and joins them together so that only uncorrelated factor ('drivers') are considered in the same KDA model.

8.26 The factor analysis produced six uncorrelated factors, as outlined in the table below.

Teaching and training	Q6b. Explaining the work you have to do
	Q6c. Listening to you
	Q6d. Giving you feedback on what to improve
	Q6a. Talking about your learning aims
	Q6h. Delivering the course in a way that keeps you interested
	Q6g. Making good use of your time
	Q6f. Treating you fairly and with respect
	Q6e. Making sure that other learners do not disturb your work
Support	Q3d. Extra learning support services
	Q3b. Informing you where to go for support
	Q3c. Specific help and support
	Q3f. Support for personal issues
	Q3e. Making sure you have the right materials
	Q3a. Helping you settle
Information	Q1. Information when choosing course
	Q2. Information once completed course
Views	Q4c. Feedback about your views
	Q4b. Asking you to give your views
Respect by staff	Q4a. The respect shown to you by all staff
Health and wellbeing	Q5a. Making sure that you feel safe

8.27 Linear regression was then used to analyse the relationship between the dependent variable (overall rating) and the six uncorrelated factors.

Factor	Factor label	Coefficient	Relative strength
2	Support	0.327	22.6%
1	Teachers and training	0.318	21.9%
3	Information	0.269	18.5%
6	Health and Wellbeing	0.187	12.9%
5	Respect by staff	0.179	12.3%
4	Views	0.170	11.7%

8.28 The analysis controlled for differences in age, gender, ethnicity; and found no significant differences between sectors.

8.29 Weights were applied to the regression analysis to ensure it was representative of the learner profile.

9 Future years

- 9.1 The survey in 2013 marked only the first year of the Learner Voice Wales Survey. For future years, the Learner Voice Wales survey aims to be even more accessible to learners and include more flexibility for providers. Progress in both of these areas will give providers the opportunity to replace their existing learner surveys with Learner Voice Wales if they wish.
- 9.2 As part of the development of the Learner Voice Wales survey in years 2 and 3, an easy-read version of the questionnaire is being developed and will be made available to assist learners with learning difficulties or disabilities.
- 9.3 Providers will also be able to select optional additional questions (free of charge) from a question bank that is being developed. In addition, providers will be able to purchase their own bespoke questions from Ipsos MORI (that are not included in the question bank) that will be incorporated into the version of the Learner Voice Wales survey completed by their learners. The benefit of using a question bank and bespoke questions is the ability to benchmark with other providers selecting similar questions. These options will be developed further during summer 2013 working in association with the Learner Voice Wales Steering Group.
- 9.4 As mentioned, providers were able to request survey linking, where learners completing the online version of the survey can be automatically routed to the provider's own internal survey.
- 9.5 From year 2, providers will also be given the opportunity to integrate the Learner Voice Wales survey questions within their own surveys (which would need to take place during the same period). The Learner Voice Wales questions would need to remain at the start of the survey, and providers would need to be able to extract the raw data and provide it to Ipsos MORI for analysis.
- 9.6 Refinements will also be made in time for the year 2 survey to the branding and promotional materials and daily response rate reports. It is intended that a

competition will be run by Ipsos MORI and supported by National Union of Students (NUS) Wales. The winning design will be featured in e-banners, wallpaper and screensavers in addition to the type of posters, leaflets and PowerPoint presentations that were provided for the 2013 survey.

9.7 Although basic response rate reports were provided daily in 2013, more detailed response rate reports broken down by course level and learner demographics such as age and gender were provided only periodically due to technical issues related to the set-up of these reports. In future years, the more detailed level of response rate report will be available daily to all providers from the beginning of the fieldwork window with a specific focus on delivering course level feedback where suppression rules allow.

9.8 A range of further improvements were discussed as part of the provider dissemination workshop at the end of June 2013. Some of these are outlined below.

- Enhanced guidance for providers building on the good practice identified in year 1. This includes developing their internal processes to secure senior level buy-in and ensure a member of staff take responsibility for delivery. A further area of more guidance is also on how to obtain and distribute the LN01 Unique Learner Identifier for learners to enter during the survey.
- Review the timing of the fieldwork window, and increase the time given to providers to allow for promotion (to staff and learners) and dissemination.
- Sending paper copies further in advance of the start of the fieldwork period to give providers more time to disseminate these (and therefore for learners to complete them).
- Adding a space on paper copies of the survey for learners to enter their name and date of birth, to maximise the chances of successful validation.

- Similarly, adding a space on paper copies of the FE survey for learners to state whether they are studying full-time or part-time.
- Consider having distinct copies of the paper survey for ACL and WfA learners, rather than both sectors using the same version as in Year 1.
- Enhanced communications on survey linking, both with providers who take up this option before the fieldwork period and on the online survey itself to make it clearer to learners that they need to complete both the Learner Voice Wales and provider surveys.

9.9 The Learner Voice Wales steering group and Ipsos MORI will continue to work on all aspects of the survey and survey administration during the summer in preparation for the next survey which will be set up during autumn 2013. Regular updates will be issued to all providers in the lead up to the year 2 survey.

10 Appendix 1 – Questionnaire

10.1 As stated in section 4, learners completed one of a number of possible questionnaires depending on their learning sector (FE, WBL, ACL or WfA) and whether they linked to the survey online or completed a paper copy.

10.2 The table below gives a summary of the content of (and minor differences between) the versions of the questionnaire. Please note that the table applies to the paper version of the questionnaire. However, the only significant difference for the online survey is that full-time FE learners studying up to three ‘main qualifications’ who were matched with their LLWR data at the start of the survey were asked Q6 on a course-specific rather than generic basis.

Introduction Text: FE	Introduction Text: WBL	Introduction Text: ACL/WfA
<p>This survey will help colleges, learning providers and the Welsh Government decide how best to improve the learning experience for learners like you.</p> <p>For most questions you have a choice of answers. You can answer ‘don’t know’ or select ‘this does not apply to me’.</p> <p>Please place your completed survey in the envelope provided and seal it before handing it back to your tutor or assessor.</p> <p>Your answers will go to a survey company called Ipsos MORI. Your tutors or assessors will not look at your answers.</p>	<p>This survey will help colleges, learning providers and the Welsh Government decide how best to improve the learning experience for learners like you.</p> <p>For most questions you have a choice of answers. You can answer ‘don’t know’ or select ‘this does not apply to me’.</p> <p>Please place your completed survey in the envelope provided and seal it before handing it back to your tutor or assessor.</p> <p>Your answers will go to a survey company called Ipsos MORI. Your tutors or assessors will not look at your answers.</p>	<p>This survey will help colleges, learning providers and the Welsh Government decide how best to improve the learning experience for learners like you.</p> <p>For most questions you have a choice of answers. You can answer ‘don’t know’ or select ‘this does not apply to me’.</p> <p>Please place your completed survey in the envelope provided and seal it before handing it back to your tutor or assessor.</p> <p>Your answers will go to a survey company called Ipsos MORI. Your tutors or assessors will not look at your answers.</p>

Information/advice			
	FE	WBL	ACL/WfA
Q1	Please rate the information you were given by your college when you were choosing your course(s), was it....? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard</i>	Please rate the information you were given by your provider when you were choosing your training, was it....? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard</i>	Please rate the information you were given by your provider when you were choosing your course(s), was it....? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard</i>
Q2	How would you rate the information and advice offered by your college about the different options available to you once you have completed your course(s)? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard</i>	How would you rate the information and advice offered by your provider about the different options available to you once you have completed your training? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard</i>	How would you rate the information and advice offered by your provider about the different options available to you once you have completed your course(s)? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard</i>

Support			
	FE	WBL	ACL/WfA
Q3	Please think about how your college supports you and your learning. How would you rate your college for each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below</i>	Please think about how your provider supports you and your learning. How would you rate your provider for each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below</i>	Please think about how your provider supports you and your learning. How would you rate your provider for each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below</i>
a)	Helping you settle in to your college	Helping you settle in to your training	Helping you settle in to your course
b)	Informing you of where to go for support, within and outside your college	Informing you of where to go for support, within and outside your provider.	Informing you of where to go for support, within and outside your provider.
c)	Providing specific help and support with issues related to your course	Providing specific help and support with issues related to your training	Providing specific help and support with issues related to your course
d)	Providing extra learning support services such as reading, writing or maths	Providing extra learning support services such as reading, writing or maths	Providing extra learning support services such as reading, writing or maths
e)	Making sure you have the right equipment and materials for your course.	Making sure you have the right equipment and materials for your training.	Making sure you have the right equipment and materials for your course.
f)	Providing support for personal issues that help you to stay on your course, for example, finance, childcare, transport and health issues	Providing support for personal issues that help you to stay on your training, for example, finance, childcare, transport and health issues	Providing support for personal issues that help you to stay on your course, for example, finance, childcare, transport and health issues

Responsiveness			
	FE	WBL	ACL/WfA
Q4	Please rate your college for each of the following, ... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below (excluding Not applicable)</i>	Please rate your provider for each of the following, ... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below (excluding Not applicable)</i>	Please rate your provider for each of the following, ... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below (excluding Not applicable)</i>
a)	The respect shown to you by all staff within the college	The respect shown to you by all staff within the provider (your assessor or tutor and any others you have talked to)	The respect shown to you by all staff within the provider (your teacher or tutor and any others you have talked to)
b)	Asking you to give your views about the college, for example, student council or questionnaires	Asking you to give your views about the provider, for example, surveys or questionnaires	Asking you to give your views about the provider, for example, surveys or questionnaires
c)	Telling you what has happened as a result of the views you have given	Telling you what has happened as a result of the views you have given	Telling you what has happened as a result of the views you have given

Environment			
	FE	WBL	ACL/WfA
Q5	How do you rate your college for each of the following...? If any of the questions do not apply to you then please select 'this does not apply to me'. PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below</i>	How do you rate your provider for each of the following...? If any of the questions do not apply to you then please select 'this does not apply to me'. PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below</i>	How do you rate your provider for the following? If the questions does not apply to you then please select 'this does not apply to me'. PLEASE TICK <u>ONE</u> ONLY <i>Scale: Standard for all measures below</i>
a)	Making sure that you feel safe whilst on your course.	Making sure that you feel safe whilst on your training.	Making sure that you feel safe whilst on your course.
b)	Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet	Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet	
c)	Helping you to understand and respect people from different backgrounds	Helping you to understand and respect people from different backgrounds	

Teaching/training			
	FE	WBL	ACL/WfA
Q6	Please think now about your experience in your classes with teachers or tutors. If you take more than one course, the following questions apply to your teachers and tutors across all courses in general. How would you rate your teachers and tutors at each of the following...? PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT NB: different wording needed for online/full time version <i>Scale: Standard for all measures below (excluding Not applicable)</i>	The next questions are about what you think about your tutors or assessors who you have contact with as part of your training. You may see them when you go into your provider and also in the workplace if you are employed. If you take more than one course, the following questions apply to your teachers and tutors across all courses in general. How would you rate your teachers or assessors at each of the following...? PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below (excluding Not applicable)</i>	Please think now about your experience in your classes with teachers or tutors. If you take more than one course, the following questions apply to your teachers and tutors across all courses in general. How would you rate your teachers or tutors at each of the following...? PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT <i>Scale: Standard for all measures below (excluding Not applicable)</i>
a)	Talking about your learning aims	Talking about your learning aims	Talking about your learning aims
b)	Explaining the work you have to do	Explaining the work you have to do	Explaining the work you have to do
c)	Listening to you and what you need to help you learn	Listening to you and what you need to help you learn	Listening to you and what you need to help you learn
d)	Giving you feedback on how to improve	Giving you feedback on how to improve	Giving you feedback on how to improve
e)	Making sure that other learners do not disturb your work	Making sure that other learners do not disturb your work	Making sure that other learners do not disturb your work
f)	Treating you fairly and with respect	Treating you fairly and with respect	Treating you fairly and with respect

g)	Making good use of your time including starting and finishing classes on time	Making good use of your time including starting and finishing sessions on time	Making good use of your time including starting and finishing classes on time
h)	Delivering the course in a way that keeps you interested		Delivering the course in a way that keeps you interested
i)		Giving you enough one-to-one time	
j)		Ensuring that the training is relevant to the work you are doing or wish to do	

Welsh language			
	FE	WBL	ACL/WfA
Q7a	Which of the following options best describes how you prefer to learn? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: I prefer to learn in Welsh, I prefer to learn in both Welsh and English, I prefer to learn in English.</i>	Which of the following options best describes how you prefer to learn? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: I prefer to learn in Welsh, I prefer to learn in both Welsh and English, I prefer to learn in English.</i>	ACL ONLY (EXCLUDE WfA) Which of the following options best describes how you prefer to learn? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: I prefer to learn in Welsh, I prefer to learn in both Welsh and English, I prefer to learn in English.</i>
Q7b	Did your college offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Yes, I was offered the chance to learn in Welsh only; Yes, I was offered the chance to learn in both Welsh and English; No, I was not offered the chance to learn in Welsh, Don't know</i>	Did your provider offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Yes, I was offered the chance to learn in Welsh only; Yes, I was offered the chance to learn in both Welsh and English; No, I was not offered the chance to learn in Welsh; Don't know</i>	ACL ONLY (EXCLUDE WfA) Did your provider offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Yes, I was offered the chance to learn in Welsh only; Yes, I was offered the chance to learn in both Welsh and English; No, I was not offered the chance to learn in Welsh; Don't know</i>
Q7c	How would you describe your Welsh language skills? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Fluent, Some Welsh language skills, None at all</i>	How would you describe your Welsh language skills? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Fluent, Some Welsh language skills, None at all</i>	How would you describe your Welsh language skills? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Fluent, Some Welsh language skills, None at all</i>

Overall measures			
	FE	WBL	ACL/WfA
Q8	These questions are about how you are feeling about <u>your course</u> and <u>your college</u> overall. Could you now rate your college overall? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard (excluding Not applicable)</i>	These questions are about how you are feeling about <u>your training</u> and <u>your provider</u> overall. Could you now rate your provider overall? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard (excluding Not applicable)</i>	These questions are about how you are feeling about <u>your course</u> and <u>your provider</u> overall. Could you now rate your provider overall? PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Standard (excluding Not applicable)</i>
Q9	Is this course what you expected it to be? Please think about the work you have to do, the content of the course and the advice you had when choosing the course. PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Better than I expected, About what I expected, Worse</i>	Is this training what you expected it to be? Please think about the work you have to do, the content of the training and the advice you had when choosing the training. PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Better than I expected, About what I expected, Worse</i>	Is this course what you expected it to be? Please think about the work you have to do, the content of the course and the advice you had when choosing the course. PLEASE TICK <u>ONE</u> BOX ONLY <i>Scale: Better than I expected, About what I expected, Worse</i>

	<i>than expected, Did not have any expectations, Don't know</i>	<i>than expected, Did not have any expectations, Don't know</i>	<i>than expected, Did not have any expectations, Don't know</i>
Q10	What do you like best about this college? PLEASE TYPE IN BELOW. IF YOU DO NOT HAVE ANY COMMENTS, PLEASE SELECT THE 'I DO NOT HAVE ANY COMMENTS' BOX	What do you like best about this provider? PLEASE TYPE IN BELOW. IF YOU DO NOT HAVE ANY COMMENTS, PLEASE SELECT THE 'I DO NOT HAVE ANY COMMENTS' BOX	What do you like best about this provider? PLEASE TYPE IN BELOW. IF YOU DO NOT HAVE ANY COMMENTS, PLEASE SELECT THE 'I DO NOT HAVE ANY COMMENTS' BOX
Q11	What, if anything, would you improve ? PLEASE TYPE IN BELOW. IF YOU DO NOT HAVE ANY COMMENTS, PLEASE SELECT THE 'I DO NOT HAVE ANY COMMENTS' BOX	What, if anything, would you improve ? PLEASE TYPE IN BELOW. IF YOU DO NOT HAVE ANY COMMENTS, PLEASE SELECT THE 'I DO NOT HAVE ANY COMMENTS' BOX	What, if anything, would you improve ? PLEASE TYPE IN BELOW. IF YOU DO NOT HAVE ANY COMMENTS, PLEASE SELECT THE 'I DO NOT HAVE ANY COMMENTS' BOX

11 Appendix 2 – List of providers

The providers that participated in Learner Voice 2013 were as follows.

Further Education (FE)	Work Based Learning (WBL)
Bridgend College	A4e Wales Ltd
Cardiff and Vale College	Acorn Learning Solutions Ltd
Coleg Ceredigion	ACT Ltd
Coleg Harlech / WEA (North) ¹⁰	Babcock Ltd
Coleg Llandrillo	Cambrian Training Company
Coleg Morgannwg	Cardiff and Vale College Consortium
Coleg Powys	City and County of Swansea Employment Training
Coleg Sir Gar	Coleg Llandrillo Consortium
Deeside College	Coleg Menai
Gower College Swansea	Construction Skills
Merthyr Tydfil College	Deeside College
Neath Port Talbot College	ESG
Pembrokeshire College	Gower College Swansea
St David's Sixth Form College	ISA Training
Yale College	ITEC Training Solutions Ltd
Ystrad Mynach College	League Football Education
	Mid Wales Work Based Learning Consortium
	Rathbone
	Skills Academy @ Neath Port Talbot College
	Skills Academy Wales (South West)
	Torfaen Training
	Vocational Skills Partnership
	Yale College Consortium

¹⁰ There are a very small number of FE learners at Coleg Harlech, and only two completed the Learner Voice Wales survey, so it was agreed to count these responses with the WEA (North) ACL learners' responses for the purposes of reporting.

Adult Community Learning (ACL) ¹¹	Welsh for Adults (WfA)
Bridgend Community Learning Partnership	Canolfan Cymraeg i Oedolion Caerdydd a Bro Morgannwg
Cardiff Community Learning Network	Canolfan Cymraeg i Oedolion Canolbarth Cymru
Carmarthenshire ACL Partnership	Canolfan Cymraeg i Oedolion De-orllewin Cymru
Cyswllt Dysgu (Conwy/Denbighshire Adult Learning Network)	Canolfan Cymraeg i Oedolion Gogledd Cymru
Dysgu Bro Ceredigion	Canolfan Cymraeg i Oedolion Gwent
Flintshire Community Learning Network	
Gwent ACL Partnership	
Gwynedd & Ynys Môn Community Education Network	
Merthyr Tydfil Community Learning Network	
Neath Port Talbot Adult Learning Network	
Pembrokeshire Learning Network	
Powys Community Learning Network	
Rhondda Cynon Taff Community Learning Network	
Swansea Learning Network	
Vale Learning Network	
WEA (North) / Coleg Harlech	
WEA (South)	
Wrexham Community Learning Network	
YMCA ¹²	
Ystrad Mynach College	

¹² For LLWR data purposes, YMCA is listed as an FE provider but all provision delivered by YMCA is ACL.