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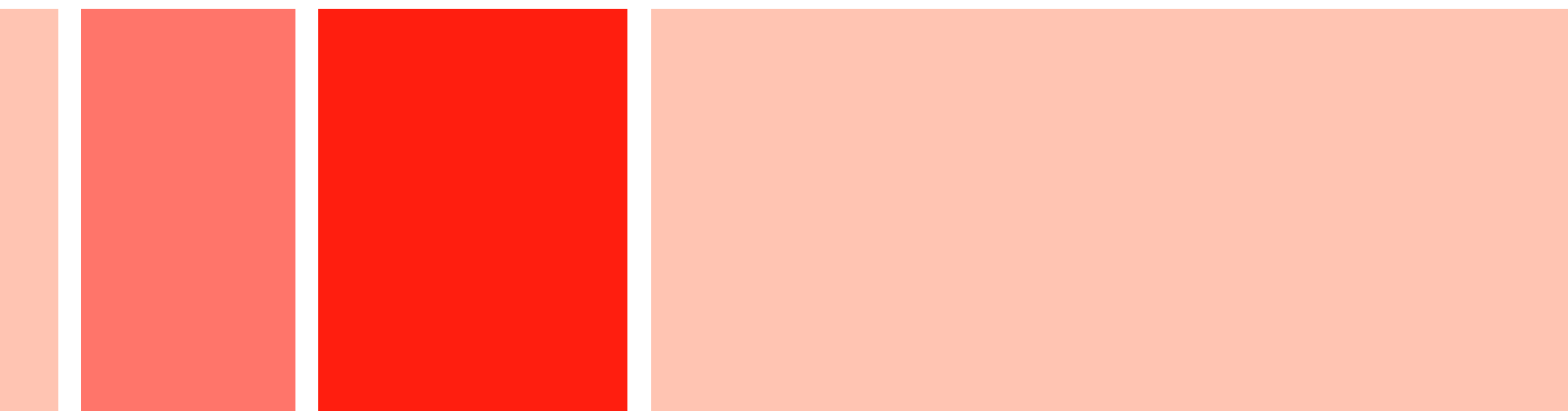
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# Learner Voice 2013: Consultation and Cognitive Testing of Core Questions



# **Learner Voice 2013: Consultation and Cognitive Testing of Core Questions**

**GfK NOP**

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

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## Table of contents

|   |  |    |
|---|--|----|
| 1 | Introduction and objectives.....                           | 3  |
| 2 | Developing the measures for Learner Voice .....            | 6  |
| 3 | Wider thoughts and recommendations for Learner Voice ..... | 19 |
| 4 | Cognitive testing.....                                     | 24 |
| 5 | The final core questions .....                             | 32 |

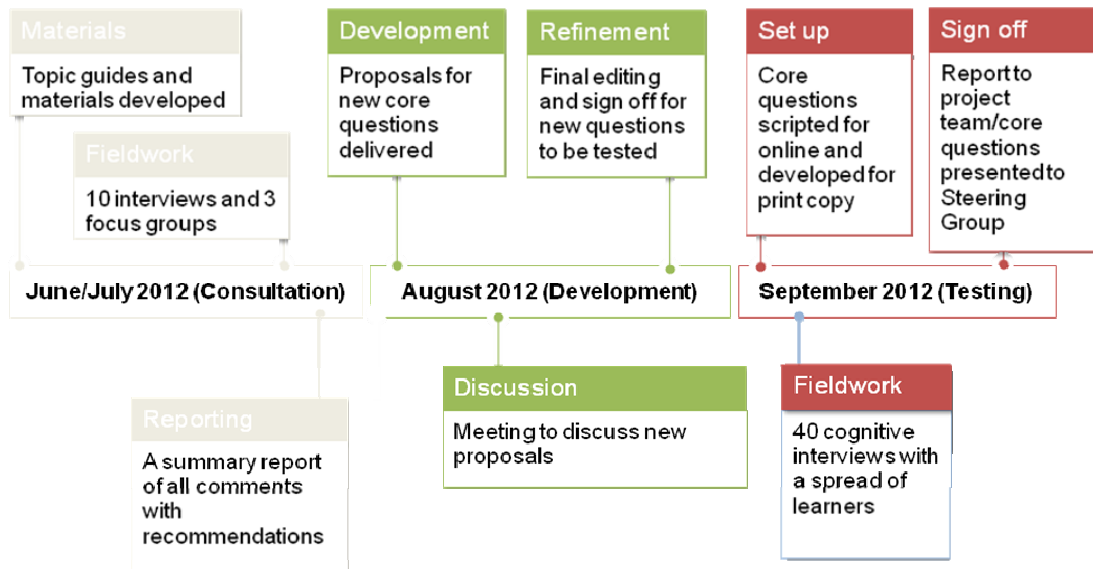
APPENDIX A: Final core questions agreed post pilot FE English  
APPENDIX B: Final core questions agreed post pilot WBL English  
APPENDIX C: Final core questions agreed post pilot ACL/WfA English  
APPENDIX D: Final core questions agreed post pilot FE Welsh  
APPENDIX E: Final core questions agreed post pilot WBL Welsh  
APPENDIX F: Final core questions agreed post pilot ACL/WfA Welsh

# 1 Introduction and objectives

- 1.1 This report summarises the findings emerging from the consultation phase of stakeholders and learners for the Learner Voice Survey for Wales. The overarching aim of this part of the research programme was to examine the core questions designed for the 2010 pilot Learner Voice Survey and check whether they continue to be fit for purpose and whether there were areas that were missing or superfluous in terms of stakeholders'/ learners' priorities.
- 1.2 Ten stakeholders were invited to take part in a telephone depth interview lasting approximately 45 minutes (in practice, and with the respondent's permission, the interview often overran this duration). All interviews took place in June/ July 2012.
- 1.3 The objectives at this stage were to explore:
  - whether the current core questions were 'fit for purpose' and thoughts about the rating scale
  - whether the questions will suit learners with learning difficulties or disabilities
  - to what extent the inclusion of a free text question in the survey would be welcomed and how the data would be used
  - to what extent there would be a need for questions to be translated into minority ethnic languages in the future.
- 1.4 The consultation focussed very much on the question coverage as opposed to the mechanics of the survey, i.e., the aim was not to explore how the survey would be administered, although the GfK NOP team were able to offer reassurance about further detail following in due course about the survey mechanics.
- 1.5 Stakeholders were recruited from a list of contacts provided by DfES and were a mixture of providers and representatives from public bodies with an interest in the development of the survey. Some providers had worked with GfK NOP and the Department in previous piloting rounds and some were new to the process.

- 1.6 The next stage focused on consulting with learners. Three groups were convened with learners in June 2012 in three different provider settings. Groups were mixed in terms of learning type (FE full and part time and Work Based Learning), learner level and demographics. Providers were instrumental in the recruitment task and a briefing note was circulated for this purpose. Participants were invited to fill out a feedback form in advance of the mini group as a means of focussing their thoughts and to give them the chance to canvas wider opinion amongst their fellow students; it was at the providers' discretion whether this feedback form was used as in some circumstances it was not deemed appropriate. Participants in the groups in FE colleges were attending FE courses and WBL training.
- 1.7 The objectives for the group discussion sessions were to explore:
1. aspects of their learning learners think are most important for inclusion
  2. feedback from (1 above) versus the current core questions
  3. rating scale options
  4. preferences for and use of a free text question
  5. the inclusivity aspects of survey.
- 1.8 After the consultations the measures were discussed with the research team and DfES and final amendments made to the questions. These were then cognitively piloted with just over over 40 learners (explained more fully in the next section). The testing took place, once again, with a range of learners over various levels of learning and types of course or training. The timings for the project are shown in Chart 1.

Chart 1: Initial project plan



1.9 This summary report is divided into the following sections:

- Section 2: Suggestions on changes to the core questions as they stand, including elements or measures that are missing
- Section 3: Thoughts on more general issues with the questionnaire such as the rating scale, use of open questions and translation to minority ethnic languages
- Section 4: Findings from the cognitive testing
- Section 5: Final core questions proposed

## 2 Developing the measures for Learner Voice

### 2.1 Information/advice and support

2.1 The 2010 pilot questions reviewed were:

How good was the information you were given by this (FE version: college) (WBL version: provider) when you were choosing your course(s)/training, was it...?

How good was the advice you have been given by this (FE version: college) (WBL version: provider) about what you can do after your course(s)/training has finished, was it...?

How good was the help staff gave you in the first few weeks at this (FE version: college) (WBL version: provider), was it...?

How good is the support you get on your course(s)/training? Please think about support from your (FE Version: teachers and tutors) (WBL version: tutors and assessors) and other support offered by your (FE version: college) (WBL version: provider).

2.2 There was some overlap between stakeholders' and learners' views on this topic: both mentioned the need to consider financial advice/ support and there was a consistent message emerging that asking a generic question about 'support' restricted learners' ability to report back on the many facets of help and intervention they receive.

*Stakeholders: key points*

2.3 From a general perspective, some stakeholders felt that these questions were less relevant for some part time courses, but that the not applicable option could be made use of to overcome this. It was not a case that all part time learners would find them an issue.

2.4 In terms of advice relating to what you can do after your course, there were some concerns of how appropriate this was for those who have just started a longer course or apprenticeship. The reliability of this response was questioned as post course advice would simply not have been initiated for some learners, as such, a measure for advice after a short time into the learning/training would not be appropriate. There was also a suggestion that the question should be more directional, i.e. "how

good was the advice you have been given by xx about what you can do after your course/ training has finished, e.g. other courses or the types of work you can use your learning for...”

- 2.5 The third question in this battery relates to induction and some stakeholders thought this question was good, although a few had reservations regarding the recency of the event (the survey happening in January). Respondents agreed that learners do not often relate to the term ‘induction’. An alternative of “being made to feel welcome” was offered but the question generally was not seen as a problem in FE. However, it did pose problems for WBL in the workplace. In the first few weeks learners might have only seen their assessor a couple of times, in this scenario, the question loses its resonance somewhat. An alternative for the WBL version might be “How good was the help staff gave you in the first few weeks at this provider, was it...? If you are training in the workplace and please think of your first few meetings with your assessor”. For ACL there was also a concern about relevance and context; in this instance, during the first few weeks, it is important that tutors administer an initial assessment of learners’ current knowledge and skill level to determine the level of support they need going forwards - this isn’t captured by the current question.
- 2.6 The fourth question in the box is a very general one relating to support given. It was thought by some to be too general and not very actionable. It was thought that you a) either leave it at this level and let it serve as a general ‘flag’ that support is either an issue or not (as originally designed), or b) break it down into a possible three areas (a few respondents mentioned that they areas most useful would be academic/learning support, personal/emotional/pastoral and additional learning needs) or c) make it specific to one area of the experience (i.e. support from teachers/trainers and asking learners how approachable they are). One area particularly relevant to ACL is peer support in the learning environment; this could potentially be explored within this battery.
- 2.7 Another area highlighted for possible inclusion was a growing need to explore financial advice and signposting for financial support.



*Learners: key points*

2.8 In terms of advice and information before joining the course, there were no particular suggestions for changing the measure; learners were thinking about marketing information and how they heard about the course e.g. website/ prospectus/ entry requirements or open days.

2.9 In terms of the question about advice after the course/ training has finished, again, there was a suggestion that the question should ask about information/ advice/ support from different members of staff e.g. tutors, teachers, admin staff, well-being staff, Careers Wales etc. When looking at how to answer the question, learners were considering:

- advice from Careers Wales
- advice from tutors
- advice on course requirements
- advice relating to their 'next step' e.g. further courses / employment.

2.10 Learners raised a few areas relating to support for additional review:

- **financial issues:** whether support is required / offered e.g. EMA/Grants, transport costs and difficulties or whether there are any 'hidden course costs' e.g. books, materials, trips
- **information, advice and guidance:** specifically on financial issues, progression to university (and the financial implications of undertaking further education courses in HE), what can be done after finishing their course and entry requirements for progression to other courses / employment. Some students highlighted the importance of relevance of information. Amongst some WBL learners there was a sense of not being sure what to do when they finished, and help with CV writing was specifically mentioned as something they wanted.
- **managing expectations and how courses/training is promoted:** amongst some WBL learners, they thought it was important for

people to be asked what they wanted to achieve before they started a course or training and to manage expectations for that course/training, e.g. what would be expected of them each week, what the work would involve *“It’s nice to know what’s expected of you each week, whether that be learning it by yourselves or looking at the internet or books by yourself. Or how much you’re going to be given by your tutor to go out with each week.”*

- **unpicking support provided by different staff**, e.g. help from tutors with their course/ training and more practical help or pastoral support provided by other staff. Some WBL apprentices had ‘mentors’ (sometimes based in the workplace) who were quite separate to assessors and taught them about professionalism, behaviour, punctuality and “doing the job properly”.
- **receipt of individual feedback received from tutors**. Many students raised the issue of receiving individual feedback as something that was particularly important to them, both in terms of reassurance and as a way of improving their performance. Some felt that this was not always provided and that this could create uncertainty in relation to their progress with the course *“It can make the difference between passing and failing”*
- whether **support is maintained throughout the year**. The key issue for learners was that they wanted to be asked about support later in the year, not just at the beginning.

2.11 Echoing stakeholder views, some learners suggested that it would be helpful to specify different types of staff, and some wanted to be asked how well informed they felt staff were. When considering the aspect of ‘support’ generally learners were thinking about:

- support to keep up with the work
- how long it takes to get work back
- relevance of communications
- checking up to see if anything is wrong
- activities and help

- support with literacy and numeracy.

## Teaching/training

2.12 The 2010 pilot questions reviewed were:

*How good are your (FE Version: teachers and tutors) (WBL version: tutors and assessors) at each of the following...*

*...explaining the work you have to do  
 ...listening to you and what you need to help you learn  
 ...talking about your learning aims or goals  
 ...giving you feedback on how to improve  
 ...making sure that learners behave well and do not disturb your work*

2.13 There was some crossover in feedback from learners and stakeholders, notably in relation to collecting feedback on reviews/ one to ones, rather than solely focusing on 'in-class' learning/ training. Stakeholders and learners had different suggestions for additional measures that could be added to assess teaching quality, with learners appearing to want more opportunity to give feedback on how well teachers/ tutors paced or adapted learning to meet their needs.

*Stakeholders: key points*

2.14 **Progression** was mentioned by quite a few respondents as an area that is missing. Examples noted were progression in relation to softer measures such as confidence, motivation and self-esteem ("how good is your tutor at helping you to achieve your full potential?") through to that related to learning targets in the specific area being taught or in literacy or numeracy specifically ("how good is your tutor at helping you to improve your literacy or numeracy?").

2.15 It was noted that there are no measures relating to **impact of learning** e.g. confidence, motivation, benefits to community, home and family (it was recognised however that some of these measures applied more to some groups than to others, depending on nature of learning activity).

2.16 Other points raised were:

- mixed opinions about whether or not to include a question about **learning resources and quality of teaching** and also about adding a measure related to **teaching style** being interesting or enjoyable or whether the teacher/tutor knew a lot about the subject
- **effectiveness of tutorials or reviews** – the core measures at the moment only cover taught sessions
- **impact of learner involvement activities** – have these made a difference?

2.17 On the WBL version of the questionnaire, a measure relating to the relevance of learning/training in whatever the learning aim is was seen as important, for instance for those unemployed it would be employability, for those in the workplace, it would be about how it is helping with their career development.

2.18 For ACL it was suggested that the list could be expanded to include “carrying out an assessment of your knowledge and skills at the start of the course” and “giving me written feedback on how well I have done on the course/training”. There were some other suggestions of what could be added:

- teachers/trainers being organised
- teachers/trainers arriving on time
- teachers/trainers being approachable
- treating learners fairly and equally
- helping the learners to get better (using numbers, reading and/or writing)
- whether learners are challenged by the level of work and amount of work
- whether learners find the course/training stimulating/exciting
- whether learners are given written feedback on how well they have done.

2.19 On the basis that this battery of questions asks specifically about the management of learning then the questions were not problematic as they were and were broadly relevant to all learners. Some raised the

applicability of managing disruption for some more mature part time classes but the use of 'not applicable' can remedy this.

*Learners: key points*

2.20 When shown the previous pilot questions learners were broadly happy. For some learners there was an understandable desire to pose the questions for staff in different departments etc rather than taking a provider-wide view.

2.21 There were some suggestions of other measures that could be added to the question which assess teacher/trainer quality:

- if teachers/tutors/assessors turn up for scheduled lessons/are punctual
- if they follow disciplinary procedures
- whether they ensure that everyone understands
- how fast they go through the course
- whether they listen to you
- whether they are helpful/ approachable/ responsive
- whether they are deemed to be appropriately qualified/ experienced
- one to one feedback by tutors.

*"It affects the way you look at something and the way you think of the subject"*

*"It helps if they're passionate"*

*"It gives you confidence in tutors if they're responsive"*

2.22 Learners were asked how they tended to interpret various measures and the range of interpretation is given below. Chart 2 shows there were no particular issues relating to the measures that were scoped to this point:

Chart 2: Interpretation of teacher/trainer measure: Learner consultation phase

| Measure  | Comments/interpretation/meaning   |
|--|---|
| Explaining the work you have to do                                 | How well tutors/trainers explain things in different ways if learners don't understand.   |
| Listening to you and what you need to help you learn               | Finding out how learners work best, whether they recap on previous sessions and make sure learners understand. They also related this measure to checking to see if learners need help e.g. with dyslexia.  |
| Talking about your learning aims or goals                          | Informing learners about what they should expect to achieve and what they need to do to get there   |
| Giving you feedback on how to improve                              | Tutorial sessions were mentioned here and also 'rework' (feedback on written work).   |
| Making sure that learners behave well and do not disturb your work | How much control teachers/tutors have over the class. This was seen as important by some of the older students (over 21), who felt that other learners' behaviour could be an issue that would affect their views of the course if not managed well. However, some learners felt that the words 'behave well' were more relevant to school pupils and suggested that the focus should be on whether staff follow the correct disciplinary procedures. |

## Responsiveness

2.23 The 2010 pilot questions reviewed in this initial consultation phase were:

How good is your (FE version: college) (WBL version: provider) at each of the following...

- ...the respect shown to you by staff
- ...asking you to give your views about the (FE version: college) (WBL version: provider)
- ...listening to your views about the (FE version: college) (WBL version: provider) and telling you what has happened as a result

2.24 Most learners were happy with these questions, but there were a few points were raised in relation to giving feedback, which chime to some extent with the feedback from a couple of stakeholders who were interested in impact.

### *Stakeholders: key points*

2.25 The questions were seen as working well by most stakeholders but there was a suggestion that the final question about listening to views was designed in such a way that important information about impact was lost.

There was a preference for the question to be split in two, allowing both aspects of responsiveness to be measured: “listening to your views about the college or provider” and “telling you what has happened as a result of sharing your views”.

- 2.26 There was also a feeling expressed that “listening to your views” was very general and without making this specific, it was hard to interpret what learners were referring to. Of particular interest is learner involvement in the planning/ shaping of their experience, and by giving examples or prompts, it would be possible to gather more specific information from this question.

*Learners: key points*

- 2.27 These measures are important as learners need to feel that their views have been taken into account.
- 2.28 Even where views had been sought from these learners in the form of surveys, responsiveness was described as “variable”, especially in relation to acting on feedback. Learners sometimes felt they were invited to say how they were doing on the course but were not invited to comment on the course itself:

*“If everything’s fine and it’s not obviously, (so) they need to be made aware of it.”*

*“If you didn’t enjoy course then would they change it?”*

*“You’ve got a chance to say what you want to say.”*

*“If I had a problem about the course I’d tell them. Fill my sheet in.”*

## Well-being/environment

2.29 The 2010 pilot questions were:

And how good is your (FE version: college) (WBL version: provider) at each of the following? If any of the questions do not apply to you then please say so.

...making sure that you feel safe whilst on your course/training  
...helping you have a healthy lifestyle  
...helping you to understand and respect people from different backgrounds  
...making sure that you have someone to talk to when you are worried  
...offering you the chance to learn through Welsh or with Welsh-language support if you want to

2.30 The crossover in terms of stakeholder and learner views related to issues around the provision of adequate facilities and/or resources for courses and training, as well as issues around a wider learning experience.

### *Stakeholders: key points*

2.31 This list of questions was generally thought to work well for full time learners. Areas for addition might be:

- to ask about **learner awareness of support services**, awareness and understanding of what support there is
- In addition, one respondent raised the subject of '**safeguarding**' and whether learners know who to approach should they wish to raise a concern relating to inappropriate/ abusive relationships developing in the learning environment
- Two stakeholders mentioned **access to facilities and equipment to enable students to do well** on courses, while there was one mention of exploring learners' experience of being offered **opportunities and experiences outside their course**.

2.32 For some stakeholders, it was not so much what could be added, rather, what could be taken away for part time learners off main campus sites and some WBL that are workplace based (e.g. helping you have a healthy lifestyle and respecting people from different backgrounds). In



contrast, however, some directly involved in ACL felt that these questions were still relevant and important to ACL learners, especially the question relating to healthy lifestyles. There was a desire to 'dig deeper' on this point though: often (and especially for older learners) it is the context that is important – getting out of the house and gaining social contact. Therefore expanding the point about healthy lifestyles to capture **mental and emotional health** was thought to be important.

2.33 In ACL settings in particular the question about disruptive learners was felt to be irrelevant.

2.34 On the issue of the provision of Welsh language support, one respondent acknowledged that this was a tricky area because people have a tendency to fall into 'cultural norms' rather than asking for more Welsh language provision/support (the example being a tutor with a bilingual class only teaching in English, rather than offering English **and** Welsh in the course of his/her teaching, thereby depriving some students and possibly not meeting their expectations – this isn't currently captured by the questionnaire).

2.35 Possible further amendments were as follows:

- offering the chance to learn in Welsh and the question about preference - these two questions 'sit' too far apart at the moment and are too disjointed (offering the chance to learn in Welsh is not relevant to those in WfA centres)
- there is also the wider issue, which extends across all learner settings, of having a Welsh tutor routinely available and the availability of course/ training materials in Welsh.
- having someone to talk to when worried – would this be needed if the support question is opened a little earlier in the survey? Some stakeholders questioned what was being asked here. One stakeholder felt a more relevant question would be "knowing who to talk to if you are worried" but also suggested that examples could be given (e.g. in relation to safeguarding) to make it easier to interpret learners' responses.

- with regards to WBL, it was thought that perhaps some of the measures here were suited to traineeships (they undertake sessions that are directly relevant to all the points i.e. respecting people from other cultures and healthy lifestyles) but not apprenticeships (for instance, making the learner feel safe is really the remit of the employer).
- this was deemed to be a relevant battery of questions for ACL learners but there was a sense that the question about 'healthy lifestyles' wasn't quite capturing what was important: in ACL it's often about gaining confidence, having social contact, gaining self-worth and motivation to make changes to current circumstances. The suggestion was that this could be changed to "helping you to stay physically and emotionally healthy" .

2.36 Finally, two areas that were thought to be 'missing' were "providing the equipment and facilities you need to perform well on your course" and "offering you opportunities and experiences outside of your course".

*Learners: key points*

2.37 Missing areas that the learners discussed included:

- resources: the availability of books, equipment etc to help learners to succeed
- in WBL there was a particular issue with having the right space to work in at college (e.g. catering equipment, workshop space for mechanical/electrical work etc) and the provision of sufficient 'clients/ customers' on which to practise skills (particularly in hairdressing and catering)
- additional course options e.g. whether field trips offered such as visits to employers or 'road shows' (mainly relating to WBL)
- some WBL learners though it was important to ask whether learners felt they were achieving their goals/ whether the learning/training was what they expected.

2.38 Chart 3 summarises the interpretation of these measures by learners.

Chart 3: Interpretation of responsiveness measures: Learner consultation phase

| <b>Measure</b>  | <b>Comments/interpretation/meaning</b>   |
|---|--|
| ...making sure that you feel safe whilst on your course   | This measures elicited varied opinion on interpretation but all were valid within the context of the questions:<br><ol style="list-style-type: none"> <li>1 Whether buildings are safe, general health and safety</li> <li>2 Whether equipment is up to date and safe (e.g. provision of equipment such as boots or overalls)</li> <li>3 Whether students feel safe from bullying or other harm (some mentioned separating out discrimination as a separate question)</li> </ol> |
| ...helping you have a healthy lifestyle   | This was thought to relate to healthy eating such as vegetarian options in canteen, fruit etc (but for learners who did not have a canteen, such considerations were not applicable). It was also thought to have included non-smoking policies/ smoke free areas and facilities for exercise.   |
| ...helping you to understand and respect people from different backgrounds                      | Learners thought that this question encompassed sexual orientation, anti-bullying policies, student handbook advice and meetings at the start of course about people from different backgrounds - places/ages/ethnicities.   |
| ...making sure that you have someone to talk to when you are worried                            | Some learners thought this was referring to the availability of a student support worker at any time and some felt this needed to be clearer as it was broader than issues relating to the course. Some suggested the wording 'have concerns' rather than 'worried'.   |
| ...offering you the chance to learn through Welsh or with Welsh-language support if you want to | In terms of interpretation, learners thought this related to whether Welsh was offered in the college and whether they could get materials or submit assignments in Welsh.   |

### **3 Wider thoughts and recommendations for Learner Voice**

#### **Overall rating of experience**

3.1 Some stakeholders mentioned alternatives to rating the experience overall such as the use of recommendation as a measure for rating the overall experience; I would recommend this college/provider to friends or other people (some also asked if they would recommend the course/training). Other alternatives were:

- Overall I am happy with this college/provider (would need an agree/disagree scale)
- This course/training met my expectations (would need an agree/disagree scale)
- Overall I am satisfied with how this college/ provider delivers my learning/ (or) works with me'.

#### **Demographics**

3.2 On the whole, stakeholders felt that the demographic questions covered all main descriptions needed, and, as long as the facility for having course or subject was incorporated into the survey design, there were no other outstanding needs. However the following refinements were raised:

- whether the WBL questionnaire could ask about the contract area (Apprenticeships, Traineeships (engagement of level 1), Steps to employment e.g.: work focused learning or routeways)
- LLDD could be more specific and whether the perceived over use of the option could be helped by adding a qualification along the lines of “do you regard yourself as having a learning difficulty or disability which impacts your ability to learn or to use general facilities?”. One stakeholder, however, was wary of using the phrase “learning difficulty or disability” because some learners do not recognise

themselves in that description. A solution was to use the phrase “additional learning needs”

- whether level of competence in the Welsh language should also be captured (mirroring Census questions)
- the question about qualification level was deemed to be irrelevant to many in ACL settings as many are not undertaking learning with a qualification aim
- some learners felt asking about gender, race and disability status was inappropriate so the not stated option is needed
- amongst some WBL learners, it was deemed useful to record the number of hours spent each week on their training/ course and how many days were in college. In addition, whether training was lesson based or practical (or both).

### **Description of college/provider (stakeholders only)**

3.3 Most stakeholders felt that this worked well enough. Respondents did recognise that when provision was off campus in community settings (including restaurants, schools and leisure centres as well as community halls), the word provider may resonate less with learners. In these instances however, the teacher or tutor will have explained the survey as it is done in session and the introduction is clear. Due to this, the risk of the learner being confused about who or what they are rating is minimal. There was a general consensus on the following:

- FE: college
- WBL: training provider
- ACL: adult learning provider
- WfA: Welsh for Adults provider.

### **Rating scale preferences**

3.4 Stakeholders and learners had different preferences reading the actual rating scale used but there was some agreement in terms of recognising

the use of good/ bad as quite 'judgemental' or 'leading'. Other points were:

- there was widespread agreement that the current rating scale should be reviewed
- they preferred other options to 'bad' (such as 'poor'). One also felt that using an alternative would produce better engagement from staff
- those that used QDP were used to the agreement scale (4 point plus a DK/not applicable option). Others mentioned the Estyn scale (definitely/mainly/partly/not at all). They prefer an even number of options and to force the respondent to a positive or negative reflection and avoid 'taking the opt-out position'. Most stated that they did not like a mid-point
- all learners welcomed separate 'not relevant' and 'don't know' options. Most learners preferred having a 'middle option', but felt that a 'not relevant' option was more important. A minority did not like the midpoint option:

*"I hate the middle ground. It's just a nonsense question isn't it? It's either good or it's not. It can't be a bit of both or slightly in between."*

- 3.5 There was no real consensus across the groups in terms of a preferred scale, although there was quite widespread support for a numeric scale (but with a smaller range, e.g. 1 to 5).

### **The use of an alternative questionnaire for LLDD groups**

- 3.6 Most liked the idea as they had reservations about the use of support for filling in the survey. They recognised that the respondent may like to please the person helping them so it may influence their answers. An easy-read version could avoid the need for teachers/tutors or additional support workers to be involved in the process.
- 3.7 Some felt that even those with profound learning difficulties should be asked all the questions – that the core measures should not be shortened (these learners get all the same services) but they did

recognise that this design needs very careful handling. Context is key, it is not just the actual words but the word sequences and the order the questions are asked that are critical. Specialist LLDD staff should be used to develop these questions. Points raised were:

- questionnaires should be in larger font (on paper as well as online)
- providers could be sent pdfs so that they can copy on to various coloured paper as they prefer/see fit/appropriate for various learning difficulties
- Dragon Dictate software used for some learners with visual impairment, where survey and responses are read out
- Braille options offered – providers order in advance
- audio versions should be offered/explored
- clear visual representations are useful for the Basic Skills and ESOL groups.

3.8 It was understood that this development has to be taken slowly as the Welsh Government have to get it right. One view was that this design should be piloted in year one and allowed to evolve.

### **Free text questions**

3.9 Amongst stakeholders, the free text option polarised views. On balance however there was a positive response. Stakeholders generally showed an appreciation of the cost of reading, editing and coding and some did wonder if on a national scale it would be prohibitively expensive.

3.10 There was mixed feedback in terms of the type of analysis required from this question, some said that they would be happy with listings or anonymised verbatims (perhaps with subject or course flagged) and some thought that they would need a coded report also. There was some feeling that including a question in early waves of the survey could help to refine later waves.

3.11 All learners were in favour of the inclusion of a free text question or questions, saying that they were “useful”. Some wanted to be able to expand on their response after every question, rather than having a

'catch all' comment box at the end, for example, "why have you said this?", "explain the reasons for your answer". In contrast, other learners wanted an "additional comments" or "suggested improvements/ways to improve the college" box rather than specific questions after each question/ question battery. Amongst some WBL learners there was a suggestion of a free text question asking "do you feel you have achieved enough and why?".

- 3.12 There was an acknowledgement by learners that while they don't usually or always complete these types of questions, they would still like to have it included as an option. However, they would be more likely to use it if there was something extremely good or bad that they wished to feed back:

*"It's nice to have the opportunity to do it. Not many people would."*

### **Minority language requirements (stakeholders only)**

- 3.13 Learners generally identified as needing help by stakeholders were ESOL learners, especially during the early stages of in their courses when their command of English was less well developed. Stakeholders felt that there was an extremely limited demand for translation and, even where there was a small minority of ethnic minority learners, there was not a single common language needed as this is a very diverse group. It was recognised that this was important to ask so that data could be explored at this level at a national level but translation was probably more of a requirement in Cardiff, Swansea and Newport (languages mentioned were Somali, Bangladeshi and Eastern European languages such as Polish). There was also mention of other types of support for these learners – one to one translation, or a support worker phrasing the question differently (but still in English, in the spirit of ESOL learning).



## 4 Cognitive testing

### Introduction

4.1 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. It allows us to check:

- what the respondent thinks we are asking?
- what specific words and phrases in the question mean to the respondent?
- what types of information the respondent needs to recall in order to answer the question?
- what judgement learners make about the information the question requires?
- are their responses 'full' or are there essential pieces of information that are left out?

4.2 In this project GfK NOP used a combination of the 'think aloud' and 'probing' techniques. In the think aloud method, the respondent was 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. The executive sits with the respondent as they complete the survey and asks them to verbalise their thoughts. The interviewer has the 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.

- 4.3 The revised questions were cognitively tested through the month of September across a range of learner types:
- 8 WBL interviews with learners working full time across two employer sites
  - 20 FE interviews across two college sites (17 in English and 3 in Welsh)
  - 4 interviews with LLDD learners who the college would have deemed suitable for the task
  - A group exercise with 15 ACL learners (due to the fact that ACL are only in session once a week individual interviews were not logistically possible).

### **Review of the questions**

#### *Introduction and provider/learner number*

- 4.4 The introduction posed no specific problems for the learners, however, testing with WBL in the workplace revealed that some more definition is needed for the word 'provider'. Some perceived their training provider to be their employer as their employer had paid for their training and some were not sure if it was always their assessor they should be rating (who represented 100% of their contact with their provider). For learners in full time employment, the relationship is less obvious between 'learner' and 'provider' and needs a little extra prompting. We propose that a line is added to the introduction 'If you work full time please think of the word 'provider' as meaning your assessor and any contact you have had with the provider to which they belong'. We also recommend that this learning is carried across to the ACL and WfA versions of the questionnaire as they are also more commonly learning off a main campus site and in varied environments such community halls. It is this scenario which might also benefit from a little extra definition.
- 4.5 The pilot (although based on relatively few) demonstrated that learners will have to be guided through their learner number and provider number – no one knew what these questions were asking.

*Information and advice*

4.6 Two questions were cognitively tested under this section of the questionnaire:

|  |
|--|
| Please rate the information you were given by [your college/your provider] when you were choosing your course(s), was it....?  |
| How would you rate the information and advice offered by [your college/your provider] about the different options available to you once you have completed your course(s)? |

4.7 There were no specific issues with these two questions at all. The former question elicited ratings relating to information given on websites, at open days, in the prospectus and, for WBL, from discussions and briefings at work about the training. For the latter measure, respondents were rating discussions with tutors/assessors regarding what the qualification might lead to, either in terms of employment pathways or the next levels of courses/training.

*Support*

4.8 There were a list of measures tested in this section of the questionnaire which were common across all learners:

|   |
|---|
| Help settling in  |
| Informing you of where to go within the [college/provider] for any type of support available to you                                       |
| Specific help and support with issues related to your [course/training]   |
| Providing extra learning support services such as reading, writing or maths   |
| Providing the right equipment and materials for your [course/training]  |
| Support for personal issues that help you to stay on your [course/training], for example, finance, childcare, transport and health issues |

4.9 In tests the questions in the support battery made sense across the respondents and were easily identifiable as different stages or aspects of support. The only measure that needed some work was the initial one regarding settling in. Learners in the workplace felt that this did not make sense as they were working previous to taking on the training. We recommend here a slight change in wording to ‘Settling in to your [training/course].’

Chart 4: Interpretation of support measures: Cognitive testing phase

| <b>Measure</b>  | <b>Range of interpretation and recommendations</b>   |
|---|--|
| Help settling in  | Timetable, maps of campus/site, information at induction, chats/briefings with assessors. To aid relevance to work based learners we recommend a change to read ‘Help settling in to your [course/training]’   |
| Informing you of where to go within the [college/provider] for any type of support available to you                                       | Lists of contact numbers (booklets) and general access and availability of support   |
| Specific help and support with issues related to your [course/training]   | Briefings with tutors and one to ones about particular questions from classes/subject, support and evidence generation for particular modules  |
| Providing extra learning support services such as reading, writing or maths   | The initial testing given for literacy and numeracy, specific help with dyslexia, support received from skills centres and library support   |
| Providing the right equipment and materials for your [course/training]  | Interpretation here related to books, equipment on site and online resources. A couple of responses from WBL in the workplace found this a little confusing as they are learning at their usual work station and some felt that materials were supplied by their employer not the provider. We suggest a slight amendment (for inclusion in all versions of the questionnaire for consistency) that takes the emphasis off the actual provision. New measure would read ‘Ensuring you have the right equipment and materials for your course’. |
| Support for personal issues that help you to stay on your [course/training], for example, finance, childcare, transport and health issues | Respondents here mentioned bus and other travel timetables, counselling and for some mentioned help in resolving work/course time conflicts. Whilst the interpretation is wide here it is all in line with the objective for the core measure itself i.e. non course specific support.   |

## Responsiveness

4.10 Three questions were tested in this battery:

|  |
|--|
| Respect shown to you by staff  |
| Asking you to give your views about the college                          |
| Telling you what has happened as a result of the feedback you have given |

4.11 There was some evidence of misinterpretation at this battery of questions and some recommendations were made. The details are in Chart 5.

Chart 5: Interpretation of responsiveness measures: Cognitive testing phase

| Measure  | Range of interpretation and recommendations  |
|--|--|
| Respect shown to you by staff  | <p>Respondents in FE mentioned a wide range of contacts from administration staff, staff in the canteen as well as teachers/tutors. Whilst this measure was not a problem in the FE environment in tests amongst WBL in the workplace some respondents associated the word 'staff' with work colleagues. Due to the fact that these learners had very little contact with anyone at their provider other than their assessor the description of 'staff' against 'learning provider' caused some confusion. We recommend adding a definition for WBL that is also translated to the ACL/WfA versions:</p> <ul style="list-style-type: none"> <li>• FE: Respect shown to you by all staff within the college</li> <li>• WBL: Respect shown to you by all staff within the provider (your assessor or tutor and any others you have talked to)</li> <li>• ACL/WfA: Respect shown to you by all staff within the provider (your teacher or tutor and any others you have talked to)</li> </ul> |
| Asking you to give your views about the college                          | <p>Learners in FEIs were making the association here with surveys and student council and some mentioned focus groups. Some learners however mentioned informal, one off discussions that they had had with tutors about the college which meant that, at the next question (telling you what has happened as a result of feedback you have given), they were sometimes rating informal contact as opposed to learner voice type mechanisms. We recommend some more definition:</p> <ol style="list-style-type: none"> <li>1 FE: Asking you to give your views about the college, for example, student council or questionnaires</li> <li>2 WBL/ACL/WfA: Asking you to give your views about the college, for example, surveys and questionnaires</li> </ol>   |
| Telling you what has happened as a result of the feedback you have given | <p>Due to the word 'feedback', WBL respondents in particular, were drawn to thinking about their work/portfolios/assessments etc. This caused some confusion as the context did not 'fit' with interpretation. They were often thinking about feedback on assessments or work. We recommend changing the word 'feedback' to 'views'. This then links back nicely to the previous measures and stages the two questions.</p>  |

*Environment and well-being*

4.12 Three questions were tested in this battery:

|  |
|--|
| Making sure that you feel safe whilst on your course   |
| Supporting you have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet |
| Helping you to understand and respect people from different backgrounds  |

4.13 This battery of questions actually seemed to work very well. The lifestyle measure was interpreted as meaning a range of both physical activity (gym) and nutrition (canteen food). The measure relating to inclusivity worked very well and there no problems – all respondents knew what it was aiming at and some mentioned that they had had specific modules in their learning dealing with this and/or how induction talks had covered treating learners from different cultures/backgrounds equally. A combination of both informal and procedural type activity was raised.

4.14 In FE the measure relating to safety prompted a range of interpretation that showed that learners were talking about experience on site when learning, which is the critical issue. Respondents made associations with both practical issues (crime and safety, speed bumps, CCTV etc) and emotional safeguarding (bullying). Just one respondent mentioned how they felt at night but we believe they actually rated the question on the daytime experience when learning.

4.15 In WBL however, due to the nature of being in work full time, some thought this was not applicable as safety in the workplace was a responsibility of their employer. However, we do not propose changing the wording to this measure, as many work based learners will not be in the workplace, but simply ensure the question highlights the ‘does not apply to me’ option.

*Tutors/assessors and training*

4.16 The measures tested were:

|   |
|---|
| Talking about your learning aims (all respondents)  |
| Explaining the work you have to do (all respondents)  |
| Listening to you and what you need to help you learn (all respondents)                          |
| Giving you feedback on how to improve (all respondents)   |
| Making sure that other learners do not disturb your work (FE and ACL/WfA)                       |
| Treating you fairly and with respect (all respondents)  |
| Delivering the course in a way that keeps you interested (FE and ACL/WfA)                       |
| Making good use of your time including starting and finishing classes on time (all respondents) |
| Giving you enough one to one reviews (WBL)  |

4.17 This battery of questions worked very well. The various aspects were explored in detail with all learners and they generally interpreted them in a uniform way and found the wording very obvious. The only aspect to work on was for WBL and the issue of one to one reviews. With WBL in the workplace there was a temptation to make a link here with work reviews and appraisals and they were hence rating their line manager not the assessor. This aspects does not apply to the FE version as this measure was WBL specific.

4.18 We propose an alternative 'Giving you enough one-to-one time'. This then picks up the regularity, consistency and time given in reviews and individual sessions.

*Overall measures of experience*

4.19 We cognitively tested an overall rating of experience, two open questions (asking the single best thing and the one thing they would improve) and also a question about whether experience matched expectations.

4.20 The rating for overall experience worked very well in all cases. Of course it prompted a very wide context in terms of what learners are including in

this rating but this is the nature of this type of question and it did not cause any problems.

- 4.21 Respondents generally liked the use of open questions and most filled something in. A few learners struggled with the aspect of focussing on a *single best thing* and a *single thing to improve* however. Some mentioned more than one aspect, a couple did not fill anything in at all because they couldn't say which was *THE* best.
- 4.22 The question about expectations worked well in terms of the question wording, however the scale offered needed to be explored. They were offered 'Yes- fully', 'Yes – partly' and 'No – not at all'. The 'yes- partly' option was ticked in a few cases which lends itself toward a negative outcome but when questioning the respondent they said that the experience had not matched expectations...it had exceeded them. It was agreed that the scale should be changed to 'Better than I expected it to be', 'About what I expected it to be', 'Worse than I expected it to be', 'Did not have any expectations' and 'Don't know'.



## 5 The final core questions

This section of the report details the core questions that were posed for consideration for 2013 in light of the consultation and testing. Appendix A, B and C have separated the core measures into individual versions for each learner group in English and these are followed by Welsh translations.

| Introduction Text: FE   | Introduction Text: WBL   | Introduction Text: ACL/WfA  |
|---|--|---|
| <p>You have been asked to take part in the Learner Voice Survey for Wales 2013. The survey will help your college and the Welsh Government look at how learners are feeling about their courses and their colleges.</p> <p>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.</p> <p>You will place your survey inside its own envelope and hand it in. It will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers. Any information you give us in this survey will be kept in strict confidence within the Market Research Society Code of Conduct. No one outside the research team at Ipsos MORI will know how you personally answered the questions.</p> <p>The next questions are about what you think about your <u>college</u>. If any of the questions do not apply to you then please say so.</p> | <p>You have been asked to take part in the Learner Voice Survey for Wales 2013. The survey will help your provider and the Welsh Government look at how learners are feeling about their training and their providers.</p> <p>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.</p> <p>You will place your survey inside its own envelope and hand it in. It will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers. Any information you give us in this survey will be kept in strict confidence within the Market Research Society Code of Conduct. No one outside the research team at Ipsos MORI will know how you personally answered the questions.</p> <p>The next questions are about what you think about your <u>provider</u>. If any of the questions do not apply to you then please say so.</p> <p>Please think of the word 'provider' as meaning your assessor and any contact you have had with the provider to which they belong.</p> | <p>You have been asked to take part in the Learner Voice Survey for Wales 2013. The survey will help your provider and the Welsh Government look at how learners are feeling about their courses and their providers.</p> <p>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.</p> <p>You will place your survey inside its own envelope and hand it in. It will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers. Any information you give us in this survey will be kept in strict confidence within the Market Research Society Code of Conduct. No one outside the research team at Ipsos MORI will know how you personally answered the questions.</p> <p>The next questions are about what you think about your <u>provider</u>. If any of the questions do not apply to you then please say so.</p> <p>Please think of the word 'provider' as meaning your teacher or tutor and any contact you have had with the provider to which they belong.</p> |

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

| <b>Support</b>  |   |   |
|---|---|---|
| <b>FE</b>   | <b>WBL</b>  | <b>ACL/WfA</b>  |
| Please think about how <b>your college</b> supports you and your learning. How would you rate <b>your college</b> for each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below</i> | Please think about how <b>your provider</b> supports you and your learning. How would you rate <b>your provider</b> for each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below</i> | Please think about how <b>your provider</b> supports you and your learning. How would you rate <b>your provider</b> for each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below</i> |
| Help settling in  | Help settling in to your training   | Help settling in to your course   |
| Informing you of where to go within, and outside, the college for any type of support available to you.   | Informing you of where to go within, and outside, the provider for any type of support available to you.  | Informing you of where to go within, and outside, the provider for any type of support available to you.  |
| Specific help and support with issues related to your course.   | Specific help and support with issues related to your training.   | Specific help and support with issues related to your course.   |
| 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   |
| 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.   |
| Support for personal issues that help you to stay on your course, for example, finance, childcare, transport and health issues  | Support for personal issues that help you to stay on your training, for example, finance, childcare, transport and health issues  | Support for personal issues that help you to stay on your course, for example, finance, childcare, transport and health issues  |

| <b>Responsiveness</b>   |  |  |
|---|--|--|
| <b>FE</b>   | <b>WBL</b>   | <b>ACL/WfA</b>   |
| Please rate <b>your college</b> for each of the following, ...<br>PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below (excluding Not applicable)</i> | Please rate <b>your provider</b> for each of the following, ...<br>PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below (excluding Not applicable)</i> | Please rate <b>your provider</b> for each of the following, ...<br>PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below (excluding Not applicable)</i> |
| Respect shown to you by all staff within the college  | Respect shown to you by all staff within the provider (your assessor or tutor and any others you have talked to)   | Respect shown to you by all staff within the provider (your teacher or tutor and any others you have talked to)  |
| 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   |
| 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  |

| <b>Environment</b>  |  |   |
|---|--|---|
| <b>FE</b>   | <b>WBL</b>   | <b>ACL/WfA</b>  |
| How do you rate <b>your college</b> for each of the following, ... If any of the questions do not apply to you then please say so. PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below</i> | How do you rate <b>your provider</b> for each of the following, ... If any of the questions do not apply to you then please say so. PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT<br><i>Scale: Standard for all measures below</i> | How do you rate <b>your provider</b> for at the following, ... If the question does not apply to you then please say so. PLEASE TICK <u>ONE</u> BOX ONLY<br><i>Scale: Standard for all measures below</i> |
| 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.   |
| 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  |   |
| 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   |
| <p><b>Please think now about your experience <u>in your classes with teachers or tutors</u>. If any of the questions do not apply to you then please say so.</b></p> <p>How would you rate your <b>teachers or tutors</b> at each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT</p> <p><b>NB: different wording needed for online/full time version</b></p> <p><i>Scale: Standard for all measures below (excluding Not applicable)</i></p> | <p><b>The next questions are about what you think about your <u>tutors or assessors</u> who you have contact with as part of your training. You may see them when you go in to your provider and also in the workplace if you are employed. If any of the questions do not apply to you then please say so.</b></p> <p>How would you rate your <b>tutors or assessors</b> at each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT</p> <p><i>Scale: Standard for all measures below (excluding Not applicable)</i></p> | <p><b>Please think now about your experience <u>in your classes with teachers or tutors</u>. If any of the questions do not apply to you then please say so.</b></p> <p>How would you rate your <b>teachers or tutors</b> at each of the following... PLEASE TICK <u>ONE</u> BOX FOR EACH STATEMENT</p> <p><i>Scale: Standard for all measures below (excluding Not applicable)</i></p> |
| Talking about your learning aims  | Talking about your learning aims  | Talking about your learning aims  |
| Explaining the work you have to do  | Explaining the work you have to do  | Explaining the work you have to do  |
| 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  |
| Giving you feedback on how to improve   | Giving you feedback on how to improve   | Giving you feedback on how to improve   |
| 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  |
| Treating you fairly and with respect  | Treating you fairly and with respect  | Treating you fairly and with respect  |
| Delivering the course in a way that keeps you interested  |   | Delivering the course in a way that keeps you interested  |
| 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   |
|   | Giving you enough one-to-one time   |   |
|   | Ensuring that the training is relevant to the work you are doing or wish to do  |   |

| <b>Teaching/training (cont'd)</b>  |  |   |
|--|--|---|
| <b>FE</b>  | <b>WBL</b>   | <b>ACL/WfA</b>  |
| <p>Do you prefer to learn through the medium of the Welsh language? If you do not speak or read Welsh please use 'not applicable'. PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Yes in full, Yes in part, Not at all, Don't Know, Not Applicable</i></p> | <p>Do you prefer to learn through the medium of the Welsh language? If you do not speak or read Welsh please use 'not applicable'. PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Yes in full, Yes in part, Not at all, Don't Know, Not Applicable</i></p> | <p>ACL ONLY (EXCLUDE WfA) Do you prefer to learn through the medium of the Welsh language? If you do not speak or read Welsh please use 'not applicable'. PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Yes in full, Yes in part, Not at all, Don't Know, Not Applicable</i></p> |
| <p>Did your college offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Yes in full, Yes in part, Not at all, Don't Know, Not Applicable</i></p>                                    | <p>Did your provider offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Yes in full, Yes in part, Not at all, Don't Know, Not Applicable</i></p>                                   | <p>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</p> <p><i>Scale: Yes in full, Yes in part, Not at all, Don't Know, Not Applicable</i></p>                                   |

| <b>Overall measures</b>   |   |   |
|---|---|---|
| <b>FE</b>   | <b>WBL</b>  | <b>ACL/WfA</b>  |
| <p><b>These questions are about how you are feeling about <u>your course</u> and <u>your college</u> overall.</b></p> <p>Could you now rate your <b>college</b> overall? PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Standard (excluding Not applicable)</i></p>   | <p><b>These questions are about how you are feeling about <u>your training</u> and <u>your provider</u> overall.</b></p> <p>Could you now rate your <b>provider</b> overall? PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Standard (excluding Not applicable)</i></p>   | <p><b>These questions are about how you are feeling about <u>your course</u> and <u>your provider</u> overall.</b></p> <p>Could you now rate your <b>provider</b> overall? PLEASE TICK <u>ONE</u> BOX ONLY</p> <p><i>Scale: Standard (excluding Not applicable)</i></p>   |
| <p>What do you like <b>best</b> about this college? WRITE/TYPE IN BELOW</p>   | <p>What do you like <b>best</b> about this provider? WRITE/TYPE IN BELOW</p>  | <p>What do you like <b>best</b> about this provider? WRITE/TYPE IN BELOW</p>  |
| <p>What, if anything, would you <b>improve</b>? WRITE/TYPE IN BELOW</p>   | <p>What, if anything, would you <b>improve</b>? WRITE/TYPE IN BELOW</p>   | <p>What, if anything, would you <b>improve</b>? WRITE/TYPE IN BELOW</p>   |
| <p>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</p> <p><i>Scale: Better than I expected, About what I expected, Worse than expected, Did not have any expectations, Don't know</i></p> | <p>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</p> <p><i>Scale: Better than I expected, About what I expected, Worse than expected, Did not have any expectations, Don't know</i></p> | <p>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</p> <p><i>Scale: Better than I expected, About what I expected, Worse than expected, Did not have any expectations, Don't know</i></p> |

## APPENDIX A: FE CORE QUESTIONS AGREED POST COGNITIVE (NOT IN FINAL FORMAT FOR SELF COMPLETION) ENGLISH



Llywodraeth Cymru  
Welsh Government

### Learner Voice Survey: FE

You have been asked to take part in the Learner Voice Survey for Wales 2013. The survey will help your college and the Welsh Government look at how learners are feeling about their courses and their colleges.

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.

You will place your survey inside its own envelope and hand it in. It will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers. Any information you give us in this survey will be kept in strict confidence within the Market Research Society Code of Conduct. No one outside the research team at Ipsos MORI will know how you personally answered the questions.

The next questions are about what you think about your college. If any of the questions do not apply to you then please say so.

What is the code number for your college or learning provider? Please ask your college or learning provider if you do not know. PLEASE WRITE IN \_\_\_\_\_

What is your personal learner number? Please ask your college or learning provider if you do not know. PLEASE WRITE IN \_\_\_\_\_

### **Information and advice**

**Q1** Please rate the information you were given by your college when you were choosing your course(s), was it....? PLEASE TICK ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |                           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | 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"/> | <input type="checkbox"/>  |

**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 ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |                           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | 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"/> | <input type="checkbox"/>  |

## Support

**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 ONE BOX FOR EACH STATEMENT

|  | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               | This does not apply to me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Help settling in to your college   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Informing you of where to go within, and outside, the college for any type of support available to you                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Specific help and support with issues related to your course   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Providing extra learning support services such as reading, writing or maths  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Making sure you have the right equipment and materials for your course   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Support for personal issues that help you to stay on your course, for example, finance, childcare, transport and health issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

## Responsiveness

**Q4** Please rate **your college** for each of the following, ... PLEASE TICK ONE BOX FOR EACH STATEMENT

|   | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Respect shown to you by all staff within the college  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asking you to give your views about the college, for example, student council or questionnaires | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Telling you what has happened as a result of the views you have given                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Environment and well-being

**Q5** How do you rate **your college** for each of the following, ... If any of the questions do not apply to you then please say so. PLEASE TICK ONE BOX FOR EACH STATEMENT

|   | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               | This does not apply to me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Making sure that you feel safe whilst on your course  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Helping you to understand and respect people from different backgrounds   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

## Teaching/training

Please think now about your experience **in your classes with teachers or tutors**. If any of these questions do not apply to you then please say so.

**Q6** How would you rate your **teachers and tutors** at each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

|   | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Talking about your learning aims  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 what you need to help you learn                          | <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"/> |
| Making sure that other learners do not disturb your work                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Treating you fairly and with respect  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delivering the course in a way that keeps you interested                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making good use of your time including starting and finishing classes on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q7a** Do you prefer to learn through the medium of the Welsh language? If you do not speak or read Welsh please use 'not applicable'? PLEASE TICK ONE BOX ONLY

Yes in full      Yes in part      Not at all      Don't know      Not applicable



**Q7b** Did your college offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK ONE BOX ONLY

- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Yes in full              | Yes in part              | Not at all               | Don't know               | Not applicable           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Overall measure**

**These questions are about how you are feeling about your course and your college overall.**

**Q8** Could you now rate your college overall? PLEASE TICK ONE BOX ONLY

- |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q9** What do you like best about this college? WRITE/TYPE IN BELOW

**Q10** What, if anything, would you improve? WRITE/TYPE IN BELOW

**Q11** 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.

- |                               |                          |
|-------------------------------|--------------------------|
| Better than I expected        | <input type="checkbox"/> |
| About what I expected         | <input type="checkbox"/> |
| Worse than expected           | <input type="checkbox"/> |
| Did not have any expectations | <input type="checkbox"/> |
| Don't know                    | <input type="checkbox"/> |

## Demographics

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

**Q12** How old are you? PLEASE TICK ONE BOX ONLY

- Under 19   
19-24   
25-34   
35-44   
45-54   
55-64   
65 or older   
Prefer not to say

**Q13** Are you...? PLEASE TICK ONE BOX ONLY

- Male   
Female   
Prefer not to say

**Q14** And which of these best describes your ethnic group? PLEASE TICK ONE BOX ONLY

- |                        |                          |   |                          |
|------------------------|--------------------------|---|--------------------------|
| White                  | <input type="checkbox"/> | Chinese   | <input type="checkbox"/> |
| Black - Carribean      | <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 (please write in below)                         | <input type="checkbox"/> |
|                        |                          | <div style="border: 1px solid black; height: 30px; width: 100%;"></div> |                          |
|                        |                          | Prefer not to say   | <input type="checkbox"/> |

**Q15** Do you see yourself as having any disabilities or learning difficulties? PLEASE TICK ONE BOX ONLY

- Yes   
No   
Prefer not to say

**Q16** How did you complete this survey? PLEASE TICK ONE BOX ONLY

- I had little or no help from my teacher or tutor   
I had help from a teacher or tutor with most or all of the questions

**THANK YOU VERY MUCH FOR YOUR HELP.**

## APPENDIX B: WBL CORE QUESTIONS AGREED POST COGNITIVE (NOT IN FINAL FORMAT FOR SELF COMPLETION) ENGLISH



Llywodraeth Cymru  
Welsh Government

### Learner Voice Survey: WBL

You have been asked to take part in the Learner Voice Survey for Wales 2013. The survey will help your provider and the Welsh Government look at how learners are feeling about their training and their providers.

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.

You will place your survey inside its own envelope and hand it in. It will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers. Any information you give us in this survey will be kept in strict confidence within the Market Research Society Code of Conduct. No one outside the research team at Ipsos MORI will know how you personally answered the questions.

The next questions are about what you think about your provider. If any of the questions do not apply to you then please say so.

Please think of the word 'provider' as meaning your assessor and any contact you have had with the provider to which they belong.

What is the code number for your college or learning provider? Please ask your college or learning provider if you do not know. PLEASE WRITE IN \_\_\_\_\_

What is your personal learner number? Please ask your college or learning provider if you do not know. PLEASE WRITE IN \_\_\_\_\_

### Information and advice

**Q1** Please rate the information you were given by your provider when you were choosing your training, was it....? PLEASE TICK ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |                           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | 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"/> | <input type="checkbox"/>  |

**Q2** 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 ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |                           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | 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"/> | <input type="checkbox"/>  |

## Support

**Q3** Please think about how **your provider** supports you and your learning. How would you rate **your provider** for each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

|  | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               | This does not apply to me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Help settling in to your training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Informing you of where to go within, and outside, the provider for any type of support available to you                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Specific help and support with issues related to your training   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Providing extra learning support services such as reading, writing or maths  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Making sure you have the right equipment and materials for your training   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Support for personal issues that help you to stay on your training, for example, finance, childcare, transport and health issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

## Responsiveness

**Q4** Please rate **your provider** for each of the following, ... PLEASE TICK ONE BOX FOR EACH STATEMENT

|  | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Respect shown to you by all staff within the provider (your assessor or tutor and any others you have talked to) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asking you to give your views about the provider, for example, surveys or questionnaires                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Telling you what has happened as a result of the views you have given  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Environment and well-being

**Q5** How do you rate **your provider** for each of the following, ... If any of the questions do not apply to you then please say so. PLEASE TICK ONE BOX FOR EACH STATEMENT

|   | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               | This does not apply to me |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Making sure that you feel safe whilst on your training  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Supporting you to have a healthy lifestyle, for example, providing facilities and information for exercise and a healthy diet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Helping you to understand and respect people from different backgrounds   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

## Teaching/training

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 in to your provider and also in the workplace if you are employed. If any of the questions do not apply to you then please say so.

**Q6** How would you rate your **teachers or assessors** at each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

|  | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Talking about your learning aims   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 what you need to help you learn                           | <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"/> |
| Making sure that other learners do not disturb your work                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Treating you fairly and with respect   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making good use of your time including starting and finishing sessions on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Giving you enough one-to-one time  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensuring that the training is relevant to the work you are doing or wish to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q7a** Do you prefer to learn through the medium of the Welsh language? If you do not speak or read Welsh please use 'not applicable'? PLEASE TICK ONE BOX ONLY

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Yes in full              | Yes in part              | Not at all               | Don't know               | Not applicable           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q7b** Did your college offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK ONE BOX ONLY

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Yes in full              | Yes in part              | Not at all               | Don't know               | Not applicable           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### **Overall measure**

**These questions are about how you are feeling about your training and your provider overall.**

**Q8** Could you now rate your provider overall? PLEASE TICK ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q9** What do you like best about this provider? WRITE/TYPE IN BELOW

**Q10** What, if anything, would you improve? WRITE/TYPE IN BELOW

**Q11** 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.

|                               |                          |
|-------------------------------|--------------------------|
| Better than I expected        | <input type="checkbox"/> |
| About what I expected         | <input type="checkbox"/> |
| Worse than expected           | <input type="checkbox"/> |
| Did not have any expectations | <input type="checkbox"/> |
| Don't know                    | <input type="checkbox"/> |

### **Demographics**

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

**Q12** How old are you? PLEASE TICK ONE BOX ONLY

- Under 19
- 19-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or older
- Prefer not to say

**Q13** Are you...? PLEASE TICK ONE BOX ONLY

- Male
- Female
- Prefer not to say

**Q14** 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 (please write in below)                         | <input type="checkbox"/> |
|                        |                          | <div style="border: 1px solid black; height: 30px; width: 100%;"></div> |                          |
|                        |                          | Prefer not to say   | <input type="checkbox"/> |

**Q15** Do you see yourself as having any disabilities or learning difficulties? PLEASE TICK ONE BOX ONLY

- Yes
- No
- Prefer not to say

**Q16** How did you complete this survey? PLEASE TICK ONE BOX ONLY

- I had little or no help from my teacher or tutor
- I had help from a teacher or tutor with most or all of the questions

**THANK YOU VERY MUCH FOR YOUR HELP.**

## APPENDIX C: ACL/WfA CORE QUESTIONS AGREED POST COGNITIVE (NOT IN FINAL FORMAT FOR SELF COMPLETION) ENGLISH



Llywodraeth Cymru  
Welsh Government

### Learner Voice Survey: ACL/WfA

You have been asked to take part in the Learner Voice Survey for Wales 2013. The survey will help your provider and the Welsh Government look at how learners are feeling about their courses and their providers.

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.

You will place your survey inside its own envelope and hand it in. It will go to a survey company called Ipsos MORI. Your teachers or tutors will not look at your answers. Any information you give us in this survey will be kept in strict confidence within the Market Research Society Code of Conduct. No one outside the research team at Ipsos MORI will know how you personally answered the questions.

The next questions are about what you think about your provider. If any of the questions do not apply to you then please say so.

Please think of the word 'provider' as meaning your teacher or tutor and any contact you have had with the provider to which they belong.

What is the code number for your college or learning provider? Please ask your college or learning provider if you do not know. PLEASE WRITE IN \_\_\_\_\_

What is your personal learner number? Please ask your college or learning provider if you do not know. PLEASE WRITE IN \_\_\_\_\_

### Information and advice

**Q1** Please rate the information you were given by your provider when you were choosing your course(s), was it....? PLEASE TICK ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |                           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | 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"/> | <input type="checkbox"/>  |

**Q2** 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 ONE BOX ONLY

|                          |                          |                          |                          |                          |                          |                          |                           |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | 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"/> | <input type="checkbox"/>  |

### Support



**Q3** Please think about how **your provider** supports you and your learning. How would you rate **your provider** for each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

|  | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               | This does not apply to me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Help settling in to your course  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Informing you of where to go within, and outside, the provider for any type of support available to you                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Specific help and support with issues related to your course   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Providing extra learning support services such as reading, writing or maths  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Making sure you have the right equipment and materials for your course   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Support for personal issues that help you to stay on your course, for example, finance, childcare, transport and health issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

### **Responsiveness**

**Q4** Please rate **your provider** for each of the following, ... PLEASE TICK ONE BOX FOR EACH STATEMENT

|   | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Respect shown to you by all staff within the provider (your teacher or tutor and any others you have talked to) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asking you to give your views about the provider, for example, surveys or questionnaires                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Telling you what has happened as a result of the views you have given   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Environment and well-being

**Q5** How do you rate **your provider** at the following, ... If the question does not apply to you then please say so. PLEASE TICK ONE BOX ONLY

|  | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               | This does not apply to me |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Making sure that you feel safe whilst on your course | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

## Teaching/training

Please think now about your experience in your classes with teachers or tutors. If any of these questions do not apply to you then please say so.

**Q6** How would you rate your **teachers and tutors** at each of the following... PLEASE TICK ONE BOX FOR EACH STATEMENT

|   | Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Talking about your learning aims  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 what you need to help you learn                          | <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"/> |
| Making sure that other learners do not disturb your work                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Treating you fairly and with respect  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Delivering the course in a way that keeps you interested                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Making good use of your time including starting and finishing classes on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### **Q7a ASK ACL ONLY (EXCLUDE WfA – WfA GO TO Q8)**

Do you prefer to learn through the medium of the Welsh language? If you do not speak or read Welsh please use 'not applicable'? PLEASE TICK ONE BOX ONLY

Yes in full      Yes in part      Not at all      Don't know      Not applicable

### **Q7b ASK ACL ONLY (EXCLUDE WfA -WfA GO TO Q8)**

Did your provider offer you the chance to learn through Welsh or with Welsh-language support? PLEASE TICK ONE BOX ONLY

Yes in full      Yes in part      Not at all      Don't know      Not applicable

## Overall measure

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

**Q8** ASK ALL

Could you now rate your provider overall? PLEASE TICK ONE BOX ONLY

- |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Very good                | Good                     | Fairly good              | Fairly poor              | Poor                     | Very poor                | Don't know               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Q9** What do you like best about this provider? WRITE/TYPE IN BELOW

**Q10** What, if anything, would you improve? WRITE/TYPE IN BELOW

**Q11** 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.

- |                               |                          |
|-------------------------------|--------------------------|
| Better than I expected        | <input type="checkbox"/> |
| About what I expected         | <input type="checkbox"/> |
| Worse than expected           | <input type="checkbox"/> |
| Did not have any expectations | <input type="checkbox"/> |
| Don't know                    | <input type="checkbox"/> |

## Demographics

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

**Q12** How old are you? PLEASE TICK ONE BOX ONLY

- |                   |                          |
|-------------------|--------------------------|
| Under 19          | <input type="checkbox"/> |
| 19-24             | <input type="checkbox"/> |
| 25-34             | <input type="checkbox"/> |
| 35-44             | <input type="checkbox"/> |
| 45-54             | <input type="checkbox"/> |
| 55-64             | <input type="checkbox"/> |
| 65 or older       | <input type="checkbox"/> |
| Prefer not to say | <input type="checkbox"/> |

**Q13** Are you...? PLEASE TICK ONE BOX ONLY

- Male
- Female
- Prefer not to say

**Q14** And which of these best describes your ethnic group? PLEASE TICK ONE BOX ONLY

- |                        |                          |   |                          |
|------------------------|--------------------------|---|--------------------------|
| White                  | <input type="checkbox"/> | Chinese   | <input type="checkbox"/> |
| Black - Carribean      | <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 (please write in below)                         | <input type="checkbox"/> |
|                        |                          | <div style="border: 1px solid black; height: 20px; width: 100%;"></div> |                          |
|                        |                          | Prefer not to say   | <input type="checkbox"/> |

**Q15** Do you see yourself as having any disabilities or learning difficulties? PLEASE TICK ONE BOX ONLY

- Yes
- No
- Prefer not to say

**Q16** How did you complete this survey? PLEASE TICK ONE BOX ONLY

- I had little or no help from my teacher or tutor
- I had help from a teacher or tutor with most or all of the questions

**THANK YOU VERY MUCH FOR YOUR HELP.**

## APPENDIX D: FE CORE QUESTIONS AGREED POST COGNITIVE (NOT IN FINAL FORMAT FOR SELF COMPLETION) WELSH



Llywodraeth Cymru  
Welsh Government

### Arolwg Llais y Dysgwr: Addysg Bellach (AB)

Gofynnwyd i chi gymryd rhan yn Arolwg Llais y Dysgwr Cymru 2013. Bydd yr arolwg yn helpu eich coleg a Llywodraeth Cymru i ystyried sut mae dysgwyr yn teimlo am eu cyrsiau a'u colegau.

Rhoddir dewis o atebion ar gyfer y rhan fwyaf o gwestiynau. Gallwch ateb 'ddim yn gwybod' neu os nad yw'r cwestiwn yn berthnasol i chi, dywedwch hynny.

Byddwch yn gosod eich arolwg yn ei amlen ei hun ac yn ei gyflwyno. Caiff yr arolwg ei anfon i'r cwmni arolygon Ipsos MORI. Ni fydd eich athrawon na'ch tiwtoriaid yn edrych ar eich atebion. Caiff unrhyw wybodaeth a roddwch i ni yn yr arolwg hwn ei chadw'n gwbl gyfrinachol yn unol â Chod Ymddygiad y Gymdeithas Ymchwil i'r Farchnad. Ni fydd unrhyw un y tu allan i'r tîm ymchwil yn Ipsos MORI yn gwybod eich atebion i'r cwestiynau.

Mae'r cwestiynau nesaf yn gofyn am eich barn am eich coleg. Os yw unrhyw un o'r cwestiynau yn amherthnasol i chi, dywedwch hynny.

Beth yw'r rhif cod ar gyfer eich coleg neu eich darparwr dysgu? Gofynnwch i'ch coleg neu ddarparwr dysgu os nad ydych yn gwybod. NODWCH \_\_\_\_\_

Beth yw eich rhif dysgwr personol? Gofynnwch i'ch coleg neu ddarparwr dysgu os nad ydych yn gwybod. NODWCH \_\_\_\_\_

### Gwybodaeth a chyngor

**C1** Sut fydddech chi'n graddio'r wybodaeth a roddwyd i chi gan eich coleg pan roeddech yn dewis eich cwrs/cyrsiau? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C2** Sut fydddech chi'n graddio'r wybodaeth a'r cyngor a roddir gan eich coleg am y gwahanol opsiynau sydd ar gael i chi pan fyddwch wedi cwblhau eich cwrs/cyrsiau? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Cymorth

**C3** Meddyliwch am y ffordd y mae **eich coleg** yn eich cefnogi chi a'ch proses ddysgu. Sut fydddech chi'n graddio **eich coleg** o ran pob un o'r canlynol... **TICIWCH UN BLWCH AR GYFER POB DATGANIAD**

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Help i ymgysylltu â'ch coleg  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhoi gwybod i chi ble i fynd yn y coleg, a thu allan iddo, i gael unrhyw fath o gymorth sydd ar gael i chi  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help a chefnogaeth benodol gyda materion sy'n ymwneud â'ch cwrs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Darparu gwasanaethau cymorth dysgu ychwanegol fel darllen, ysgrifennu neu fathemateg  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sicrhau bod gennych y cyfarpar a'r deunyddiau cywir ar gyfer eich cwrs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cymorth gyda materion personol sy'n eich helpu i aros ar eich cwrs, er enghraifft, materion ariannol neu faterion sy'n ymwneud â gofal plant, trafndiaeth ac iechyd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Ymatebolrwydd

**C4** Graddiwch **eich coleg** o ran pob un o'r canlynol, ... **TICIWCH UN BLWCH AR GYFER POB DATGANIAD**

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Parch a ddangosir i chi gan holl staff y coleg                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gofyn i chi roi eich barn am y coleg, er enghraifft, cyngor myfyrwyr neu holiaduron | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dweud wrthyhych am yr hyn sydd wedi digwydd yn sgil rhoi eich barn                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Amgylchedd a lles

**C5** Sut fydddech chi'n graddio **eich coleg** o ran pob un o'r canlynol, ... Os yw unrhyw un o'r cwestiynau yn amherthnasol, dywedwch hynny. TICIWCH UN BLWCH AR GYFER POB DATGANIAD

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Gwneud yn siŵr eich bod yn teimlo'n ddiogel tra rydych ar eich cwrs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich cynorthwyo i fyw'n iach, er enghraifft, darparu cyfleusterau a rhoi gwybodaeth am ymarfer corff a deiet iach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich helpu i ddeall a pharchu pobl o gefndiroedd gwahanol   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Addysgu/hyfforddiant

**Meddylwch nawr am eich profiad yn eich dosbarthiadau gydag athrawon neu diwtoriaid.** Os yw unrhyw un o'r cwestiynau hyn yn amherthnasol i chi, dywedwch hynny.

**C6** Sut fydddech chi'n graddio eich **athrawon a thiwtorïaid** o ran pob un o'r canlynol... TICIWCH UN BLWCH AR GYFER POB DATGANIAD

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Siarad am eich nodau dysgu  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Esbonio'r gwaith y mae'n rhaid i chi ei wneud                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwrando arnoch chi a'r hyn sydd ei angen arnoch i'ch helpu i ddysgu                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhoi adborth i chi ar sut i wella   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwneud yn siŵr nad yw dysgwyr eraill yn tarfu ar eich gwaith                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich trin yn deg a chyda pharch   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cyflwyno'r cwrs mewn ffordd sy'n cynnal eich diddordeb                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwneud defnydd da o'ch amser gan gynnwys dechrau a gorffen dosbarthiadau yn brydlon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C7a** A yw'n well gennych ddysgu drwy gyfrwng y Gymraeg? Os nad ydych chi'n siarad neu'n darllen Cymraeg, defnyddiwch 'ddim yn berthnasol'. TICIWCH UN BLWCH YN UNIG

Ydy yn gyfan  
gwbl

Ydy yn  
rhannol

Ddim o gwbl

Ddim yn  
gwybod

Ddim yn  
berthnasol

**C7b** A wnaeth eich coleg gynnig y cyfle i chi ddysgu drwy gyfrwng y Gymraeg neu gyda chymorth drwy gyfrwng y Gymraeg? TICIWCH UN BLWCH YN UNIG

Do yn gyfan  
gwbl

Do yn  
rhannol

Ddim o gwbl

Ddim yn  
gwybod

Ddim yn  
berthnasol

### **Mesur cyffredinol**

**Mae'r cwestiynau hyn yn gofyn i chi sut rydych yn teimlo am eich cwrs a'ch coleg yn gyffredinol.**

**C8** Allech chi nawr raddio eich coleg yn gyffredinol? TICIWCH UN BLWCH YN UNIG

Da iawn

Da

Eithaf  
da

Eithaf  
gwael

Gwael

Gwael  
iawn

Ddim  
yn  
gwybod

**C9** Beth yw'r peth gorau am y coleg hwn? YSGRIFENNWCH/TEIPIWCH ISOD

**C10** Beth, os o gwbl, fyddech chi'n ei wella? YSGRIFENNWCH/TEIPIWCH ISOD



**C11** A yw'r cwrs hwn fel roeddech chi'n ei ddisgwyl? Meddyliwch am y gwaith y mae'n rhaid i chi ei wneud, cynnwys y cwrs a'r cyngor a gawsoch pan roeddech chi'n dewis y cwrs.

- Gwell na'r disgwyl
- Yr hyn yr oeddwn yn ei ddisgwyl
- Yn waeth na'r disgwyl
- Doedd gen i ddim disgwyliadau
- Ddim yn gwybod

## **Demograffeg**

**Mae'r cwestiynau nesaf amdanoch chi er mwyn i ni allu deall eich atebion.**

**C12** Beth yw eich oedran chi? **TICIWCH UN BLWCH YN UNIG**

- O dan 19
- 19-24
- 25-34
- 35-54
- 55-64
- 65 neu'n hŷn
- Mae'n well gennyf beidio â dweud

**C13** Ydych chi'n...? **TICIWCH UN BLWCH YN UNIG**

- Gwryw
- Benyw
- Mae'n well gennyf beidio â dweud

**C14** A pha un o'r rhain yw'r disgrifiad gorau o'ch grŵp ethnig? **TICIWCH UN BLWCH YN UNIG**

- |   |   |
|---|---|
| Gwyn <input type="checkbox"/>                     | Tsieineaidd <input type="checkbox"/>                        |
| Du - Caribïaidd <input type="checkbox"/>          | Cefndir Asiaidd arall <input type="checkbox"/>              |
| Du - Affricanaidd <input type="checkbox"/>        | Cymysg - Gwyn a Du Caribïaidd <input type="checkbox"/>      |
| Cefndir Du arall <input type="checkbox"/>         | Cymysg - Gwyn a Du Affricanaidd <input type="checkbox"/>    |
| Asiaidd - Indiaidd <input type="checkbox"/>       | Cymysg - Gwyn ac Asiaidd <input type="checkbox"/>           |
| Asiaidd - Pacistanaidd <input type="checkbox"/>   | Cefndir Cymysg arall <input type="checkbox"/>               |
| Asiaidd - Bangladeshaidd <input type="checkbox"/> | Cefndir Ethnig arall (nodwch isod) <input type="checkbox"/> |

Mae'n well gennyf beidio â dweud

**C15** Ydych chi'n ystyried bod gennych unrhyw anableddau neu anawsterau dysgu?  
TICIWCH UN BLWCH YN UNIG

Ydw   
Nac ydw   
Mae'n well  
gennyf beidio â  
dweud

**C16** Sut wnaethoch chi gwblhau'r arolwg hwn? TICIWCH UN BLWCH YN UNIG

Ni chefais lawer o help, os o gwbl, gan fy athro neu diwtor   
Cefais help gan athro neu diwtor i ateb y rhan fwyaf neu bob   
un o'r cwestiynau

**DIOLCH YN FAWR IAWN AM EICH HELP**

## APPENDIX E: WBL CORE QUESTIONS AGREED POST COGNITIVE (NOT IN FINAL FORMAT FOR SELF COMPLETION) WELSH



Llywodraeth Cymru  
Welsh Government

### Arolwg Llais y Dysgwr: Dysgu Seiliedig ar Waith (WBL)

Gofynnwyd i chi gymryd rhan yn Arolwg Llais y Dysgwr Cymru 2013. Bydd yr arolwg yn helpu eich darparwr a Llywodraeth Cymru i ystyried sut mae dysgwyr yn teimlo am eu cyrsiau a'u darparwyr.

Rhoddir dewis o atebion ar gyfer y rhan fwyaf o gwestiynau. Gallwch ateb 'ddim yn gwybod' neu os nad yw'r cwestiwn yn berthnasol i chi, dywedwch hynny.

Byddwch yn gosod eich arolwg yn ei amlen ei hun ac yn ei gyflwyno. Caiff yr arolwg ei anfon i'r cwmni arolygon Ipsos MORI. Ni fydd eich athrawon na'ch tiwtoriaid yn edrych ar eich atebion. Caiff unrhyw wybodaeth a roddwch i ni yn yr arolwg hwn ei chadw'n gwbl gyfrinachol yn unol â Chod Ymddygiad y Gymdeithas Ymchwil i'r Farchnad. Ni fydd unrhyw un y tu allan i'r tîm ymchwil yn Ipsos MORI yn gwybod eich atebion i'r cwestiynau.

Mae'r cwestiynau nesaf yn gofyn am eich barn am eich darparwr. Os yw unrhyw un o'r cwestiynau yn amherthnasol i chi, dywedwch hynny.

Mae'r gair 'darparwr' yn golygu eich aseswr ac unrhyw gyswllt rydych wedi'i gael gyda'r darparwr y mae'n gysylltiedig ag ef.

Beth yw'r rhif cod ar gyfer eich coleg neu eich darparwr dysgu? Gofynnwch i'ch coleg neu ddarparwr dysgu os nad ydych yn gwybod. NODWCH \_\_\_\_\_

Beth yw eich rhif dysgwr personol? Gofynnwch i'ch coleg neu ddarparwr dysgu os nad ydych yn gwybod. NODWCH \_\_\_\_\_

### Gwybodaeth a chyngor

**C1** Sut fydddech chi'n graddio'r wybodaeth a roddwyd i chi gan eich darparwr pan roeddech yn dewis eich hyfforddiant? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C2** Sut fydddech chi'n graddio'r wybodaeth a'r cyngor a roddir gan eich darparwr am y gwahanol opsiynau sydd ar gael i chi pan fyddwch wedi cwblhau eich hyfforddiant? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Cymorth

**C3** Meddyliwch am sut mae **eich darparwr** yn eich cefnogi chi a'ch proses ddysgu. Sut fydddech chi'n graddio **eich darparwr** o ran pob un o'r canlynol... **TICIWCH UN BLWCH AR GYFER POB DATGANIAD**

|  | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Help i ymgysylltu â'ch hyfforddiant  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhoi gwybod i chi ble i fynd yn sefydliad y darparwr, a thu allan iddo, i gael unrhyw fath o gymorth sydd ar gael i chi  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help a chefnogaeth benodol gyda materion sy'n ymwneud â'ch hyfforddiant  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Darparu gwasanaethau cymorth dysgu ychwanegol fel darllen, ysgrifennu neu fathemateg   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sicrhau bod gennych y cyfarpar a'r deunyddiau cywir ar gyfer eich hyfforddiant   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cymorth gyda materion personol sy'n eich helpu i barhau â'ch hyfforddiant, er enghraifft, materion ariannol neu faterion sy'n ymwneud â gofal plant, trafndiaeth ac ieched | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Ymatebolrwydd

**C4** Graddiwch **eich darparwr** o ran pob un o'r canlynol, ... **TICIWCH UN BLWCH AR GYFER POB DATGANIAD**

|  | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Parch a ddangosir i chi gan holl staff y darparwr (eich aseswr neu diwtor ac unrhyw berson arall rydych wedi siarad ag ef) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gofyn i chi roi eich barn am y darparwr, er enghraifft, arolygon neu holiaduron  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dweud wrthyh am yr hyn sydd wedi digwydd yn sgil rhoi eich barn  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Amgylchedd a lles

**C5** Sut fydddech chi'n graddio **eich darparwr** o ran pob un o'r canlynol, ... Os yw unrhyw un o'r cwestiynau yn amherthnasol, dywedwch hynny. TICIWCH UN BLWCH AR GYFER POB DATGANIAD

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Gwneud yn siŵr eich bod yn teimlo'n ddiogel tra rydych yn hyfforddi   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich cynorthwyo i fyw'n iach, er enghraifft, darparu cyfleusterau a rhoi gwybodaeth am ymarfer corff a deiet iach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich helpu i ddeall a pharchu pobl o gefndiroedd gwahanol   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Addysgu/hyfforddiant

**Mae'r cwestiynau nesaf yn gofyn am eich barn am eich tiwtoriaid neu aseswyr rydych mewn cysylltiad â hwy fel rhan o'ch hyfforddiant. Mae'n bosibl eich bod yn eu gweld pan rydych yn mynd i leoliad eich darparwr a hefyd yn y gweithle os ydych yn cael eich cyflogi. Os yw unrhyw un o'r cwestiynau yn amherthnasol i chi, dywedwch hynny.**

**C6** Sut fydddech chi'n graddio eich **athrawon neu aseswyr** o ran pob un o'r canlynol... TICWICH UN BLWCH AR GYFER POB DATGANIAD

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Siarad am eich nodau dysgu  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Esbonio'r gwaith y mae'n rhaid i chi ei wneud   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwrando arnoch chi a'r hyn sydd ei angen arnoch i'ch helpu i ddysgu                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhoi adborth i chi ar sut i wella   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwneud yn siŵr nad yw dysgwyr eraill yn tarfu ar eich gwaith  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich trin yn deg a chyda pharch   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwneud defnydd da o'ch amser gan gynnwys dechrau a gorffen sesiynau yn brydlon                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhoi digon o amser un-i-un i chi  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sicrhau bod yr hyfforddiant yn berthnasol i'r gwaith rydych yn ei wneud neu'r gwaith rydych am ei wneud | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C7a** A yw'n well gennych ddysgu drwy gyfrwng y Gymraeg? Os nad ydych chi'n siarad neu'n darllen Cymraeg, defnyddiwch 'ddim yn berthnasol'. TICIWCH UN BLWCH YN UNIG

Ydy yn gyfan  
gwbl

Ydy yn  
rhannol

Ddim o gwbl

Ddim yn  
gwybod

Ddim yn  
berthnasol

**C7b** A wnaeth eich coleg gynnig y cyfle i chi ddysgu drwy gyfrwng y Gymraeg neu gyda chymorth drwy gyfrwng y Gymraeg? TICIWCH UN BLWCH YN UNIG

Do yn gyfan  
gwbl

Do yn  
rhannol

Ddim o gwbl

Ddim yn  
gwybod

Ddim yn  
berthnasol

### Mesur cyffredinol

Mae'r cwestiynau hyn yn gofyn i chi sut rydych yn teimlo am eich hyfforddiant a'ch darparwr yn gyffredinol.

**C8** Allech chi nawr raddio eich darparwr yn gyffredinol? TICIWCH UN BLWCH YN UNIG

Da iawn

Da

Eithaf  
da

Eithaf  
gwael

Gwael

Gwael  
iawn

Ddim  
yn  
gwybod

**C9** Beth yw'r peth gorau am y darparwr hwn? YSGRIFENNWCH/TEIPIWCH ISOD

**C10** Beth, os o gwbl, fyddech chi'n ei wella? YSGRIFENNWCH/TEIPIWCH ISOD

**C11** A yw'r hyfforddiant hwn fel roeddech chi'n ei ddisgwyl? Meddyliwch am y gwaith y mae'n rhaid i chi ei wneud, cynnwys y cwrs a'r cyngor a gawsoch pan roeddech chi'n dewis y cwrs.

- Gwell na'r disgwyl
- Yr hyn yr oeddwn yn ei ddisgwyl
- Yn waeth na'r disgwyl
- Doedd gen i ddim disgwyliadau
- Ddim yn gwybod

## **Demograffeg**

**Mae'r cwestiynau nesaf amdanoch chi er mwyn i ni allu deall eich atebion.**

**C12** Beth yw eich oedran chi? **TICIWCH UN BLWCH YN UNIG**

- O dan 19
- 19-24
- 25-34
- 35-54
- 55-64
- 65 neu'n hŷn
- Mae'n well gennyf beidio â dweud

**C13** Ydych chi'n...? **TICIWCH UN BLWCH YN UNIG**

- Gwryw
- Benyw
- Mae'n well gennyf beidio â dweud

**C14** A pha un o'r rhain yw'r disgrifiad gorau o'ch grŵp ethnig? **TICIWCH UN BLWCH YN UNIG**

- |   |   |
|---|---|
| Gwyn <input type="checkbox"/>                     | Tsieineaidd <input type="checkbox"/>                        |
| Du - Caribïaidd <input type="checkbox"/>          | Cefndir Asiaidd arall <input type="checkbox"/>              |
| Du - Affricanaidd <input type="checkbox"/>        | Cymysg - Gwyn a Du Caribïaidd <input type="checkbox"/>      |
| Cefndir Du arall <input type="checkbox"/>         | Cymysg - Gwyn a Du Affricanaidd <input type="checkbox"/>    |
| Asiaidd - Indiaidd <input type="checkbox"/>       | Cymysg - Gwyn ac Asiaidd <input type="checkbox"/>           |
| Asiaidd - Pacistanaidd <input type="checkbox"/>   | Cefndir Cymysg arall <input type="checkbox"/>               |
| Asiaidd - Bangladeshaidd <input type="checkbox"/> | Cefndir Ethnig arall (nodwch isod) <input type="checkbox"/> |

Mae'n well gennyf beidio â dweud

**C15** Ydych chi'n ystyried bod gennych unrhyw anableddau neu anawsterau dysgu?  
TICIWCH UN BLWCH YN UNIG

Ydw   
Nac ydw   
Mae'n well  
gennyf beidio â  
dweud

**C16** Sut wnaethoch chi gwblhau'r arolwg hwn? TICIWCH UN BLWCH YN UNIG

Ni chefais lawer o help, os o gwbl, gan fy athro neu diwtor   
Cefais help gan athro neu diwtor i ateb y rhan fwyaf neu bob   
un o'r cwestiynau

**DIOLCH YN FAWR IAWN AM EICH HELP.**



**APPENDIX F: ACL AND WfA CORE QUESTIONS AGREED POST  
COGNITIVE (NOT IN FINAL FORMAT FOR SELF COMPLETION) WELSH**



Llywodraeth Cymru  
Welsh Government

**Arolwg Llais y Dysgwr: Dysgu Oedolion a'r Gymuned  
(ACL)/Cymraeg i Oedolion (WfA)**

Gofynnwyd i chi gymryd rhan yn Arolwg Llais y Dysgwr Cymru 2013. Bydd yr arolwg yn helpu eich darparwr a Llywodraeth Cymru i ystyried sut mae dysgwyr yn teimlo am eu cyrsiau a'u darparwyr.

Rhoddir dewis o atebion ar gyfer y rhan fwyaf o gwestiynau. Gallwch ateb 'ddim yn gwybod' neu os nad yw'r cwestiwn yn berthnasol i chi, dywedwch hynny.

Byddwch yn gosod eich arolwg yn ei amlen ei hun ac yn ei gyflwyno. Caiff yr arolwg ei anfon i'r cwmni arolygon Ipsos MORI. Ni fydd eich athrawon na'ch tiwtoriaid yn edrych ar eich atebion. Caiff unrhyw wybodaeth a roddwch i ni yn yr arolwg hwn ei chadw'n gwbl gyfrinachol yn unol â Chod Ymddygiad y Gymdeithas Ymchwil i'r Farchnad. Ni fydd unrhyw un y tu allan i'r tîm ymchwil yn Ipsos MORI yn gwybod eich atebion i'r cwestiynau.

Mae'r cwestiynau nesaf yn gofyn am eich barn am eich darparwr. Os yw unrhyw un o'r cwestiynau yn amherthnasol i chi, dywedwch hynny.

Mae'r gair 'darparwr' yn golygu eich athro neu diwtor ac unrhyw gyswllt rydych wedi'i gael gyda'r darparwr y mae'n gysylltiedig ag ef.

Beth yw'r rhif cod ar gyfer eich coleg neu eich darparwr dysgu? Gofynnwch i'ch coleg neu ddarparwr dysgu os nad ydych yn gwybod. NODWCH \_\_\_\_\_

Beth yw eich rhif dysgwr personol? Gofynnwch i'ch coleg neu ddarparwr dysgu os nad ydych yn gwybod. NODWCH \_\_\_\_\_

### **Gwybodaeth a chyngor**

**C1** Sut fydddech chi'n graddio'r wybodaeth a roddwyd i chi gan eich darparwr pan roeddech yn dewis eich cwrs/cwrsiau? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C2** Sut fydddech chi'n graddio'r wybodaeth a'r cyngor a roddir gan eich darparwr am y gwahanol opsiynau sydd ar gael i chi pan fyddwch wedi cwblhau eich cwrs/cwrsiau? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Cymorth

**C3** Meddyliwch am sut mae **eich darparwr** yn eich cefnogi chi a'ch proses ddysgu. Sut fydddech chi'n graddio **eich darparwr** o ran pob un o'r canlynol... TICIWCH UN BLWCH AR GYFER POB DATGANIAD

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthn asol i mi |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Help i ymgyswrtio â'ch cwrs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Rhoi gwybod i chi ble i fynd yn sefydliad y darparwr, a thu allan iddo, i gael unrhyw fath o gymorth sydd ar gael i chi   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Help a chefnogaeth benodol gyda materion sy'n ymwneud â'ch cwrs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Darparu gwasanaethau cymorth dysgu ychwanegol fel darllen, ysgrifennu neu fathemateg  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Sicrhau bod gennych y cyfarpar a'r deunyddiau cywir ar gyfer eich cwrs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Cymorth gyda materion personol sy'n eich helpu i aros ar eich cwrs, er enghraifft, materion ariannol neu faterion sy'n ymwneud â gofal plant, trafndiaeth ac iechyd | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

## Ymatebolrwydd

**C4** Graddiwch **eich darparwr** o ran pob un o'r canlynol, ... TICIWCH UN BLWCH AR GYFER POB DATGANIAD

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Parch a ddangosir i chi gan holl staff y darparwr (eich athro neu diwtor ac unrhyw berson arall rydych wedi siarad ag ef) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gofyn i chi roi eich barn am y darparwr, er enghraifft, arolygon neu holiaduron   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dweud wrthyhych am yr hyn sydd wedi digwydd yn sgil rhoi eich barn  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Amgylchedd a lles

**C5** Sut fydddech chi'n graddio **eich darparwr** o ran y canlynol, ...Os yw'r cwestiwn yn amherthnasol i chi, dywedwch hynny. **TICIWCH UN BLWCH YN UNIG**

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           | Nid yw'n berthnasol i mi |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Gwneud yn siŵr eich bod yn teimlo'n ddiogel tra rydych ar eich cwrs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Addysgu/hyfforddiant

**Meddylwch nawr am eich profiad yn eich dosbarthiadau gydag athrawon neu diwtoriaid. Os yw unrhyw un o'r cwestiynau hyn yn amherthnasol i chi, dywedwch hynny.**

**C6** Sut fydddech chi'n graddio eich **athrawon a thiwtoriaid** o ran pob un o'r canlynol... **TICIWCH UN BLWCH AR GYFER POB DATGANIAD**

|   | Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Siarad am eich nodau dysgu  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Esbonio'r gwaith y mae'n rhaid i chi ei wneud                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwrando arnoch chi a'r hyn sydd ei angen arnoch i'ch helpu i ddysgu                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rhoi adborth i chi ar sut i wella   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwneud yn siŵr nad yw dysgwyr eraill yn tarfu ar eich gwaith                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eich trin yn deg a chyda pharch   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cyflwyno'r cwrs mewn ffordd sy'n cynnal eich diddordeb                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gwneud defnydd da o'ch amser gan gynnwys dechrau a gorffen dosbarthiadau yn brydlon | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## **C7a GOFYNNWCH I ACL YN UNIG (PEIDIWCH Â CHYNNWYS WfA - WfA EWCH I C8)**

A yw'n well gennych ddysgu drwy gyfrwng y Gymraeg? Os nad ydych chi'n siarad neu'n darllen Cymraeg, defnyddiwch 'ddim yn berthnasol'. **TICIWCH UN BLWCH YN UNIG**

Ydy yn gyfan gwbl

Ydy yn rhannol

Ddim o gwbl

Ddim yn gwybod

Ddim yn berthnasol

**C7b GOFYNNWCH I ACL YN UNIG (PEIDIWCH Â CHYNNWYS WfA - WfA EWCH I C8)**

A wnaeth eich darparwr gynnig y cyfle i chi ddysgu drwy gyfrwng y Gymraeg neu gyda chymorth drwy gyfrwng y Gymraeg? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Ydy                      | Ydy yn rhannol           | Ddim o gwbl              | Ddim yn gwybod           | Ddim yn berthnasol       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Mesur cyffredinol**

Mae'r cwestiynau hyn yn gofyn i chi sut rydych yn teimlo am eich cwrs a'ch darparwr yn gyffredinol.

**C8 GOFYNNWCH I BAWB**

Allech chi nawr raddio eich darparwr yn gyffredinol? TICIWCH UN BLWCH YN UNIG

|                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Da iawn                  | Da                       | Eithaf da                | Eithaf gwael             | Gwael                    | Gwael iawn               | Ddim yn gwybod           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C9** Beth yw'r peth gorau am y darparwr hwn? YSGRIFENNWCH/TEIPIWCH ISOD

**C10** Beth, os o gwbl, fydddech chi'n ei wella? YSGRIFENNWCH/TEIPIWCH ISOD

**C11** A yw'r cwrs hwn fel roeddech chi'n ei ddisgwyl? Meddyliwch am y gwaith y mae'n rhaid i chi ei wneud, cynnwys y cwrs a'r cyngor a gawsoch pan roeddech chi'n dewis y cwrs.

|                                 |                          |
|---------------------------------|--------------------------|
| Gwell na'r disgwyl              | <input type="checkbox"/> |
| Yr hyn yr oeddwn yn ei ddisgwyl | <input type="checkbox"/> |
| Yn waeth na'r disgwyl           | <input type="checkbox"/> |
| Doedd gen i ddim disgwyliadau   | <input type="checkbox"/> |
| Ddim yn gwybod                  | <input type="checkbox"/> |

## Demograffeg

Mae'r cwestiynau nesaf amdanoch chi er mwyn i ni allu deall eich atebion.

**C12** Beth yw eich oedran chi? **TICIWCH UN BLWCH YN UNIG**

- O dan 19
- 19-24
- 25-34
- 35-54
- 55-64
- 65 neu'n hŷn
- Mae'n well gennyf beidio â dweud

**C13** Ydych chi'n...? **TICIWCH UN BLWCH YN UNIG**

- Gwryw
- Benyw
- Mae'n well gennyf beidio â dweud

**C14** A pha un o'r rhain yw'r disgrifiad gorau o'ch grŵp ethnig? **TICIWCH UN BLWCH YN UNIG**

- |                          |                          |                                    |                          |
|--------------------------|--------------------------|------------------------------------|--------------------------|
| Gwyn                     | <input type="checkbox"/> | Tsieineaidd                        | <input type="checkbox"/> |
| Du - Caribiaidd          | <input type="checkbox"/> | Cefndir Asiaidd arall              | <input type="checkbox"/> |
| Du - Affricanaidd        | <input type="checkbox"/> | Cymysg - Gwyn a Du Caribiaidd      | <input type="checkbox"/> |
| Cefndir Du arall         | <input type="checkbox"/> | Cymysg - Gwyn a Du Affricanaidd    | <input type="checkbox"/> |
| Asiaidd - Indiaidd       | <input type="checkbox"/> | Cymysg - Gwyn ac Asiaidd           | <input type="checkbox"/> |
| Asiaidd - Pacistanaidd   | <input type="checkbox"/> | Cefndir Cymysg arall               | <input type="checkbox"/> |
| Asiaidd - Bangladeshaidd | <input type="checkbox"/> | Cefndir Ethnig arall (nodwch isod) | <input type="checkbox"/> |

Mae'n well gennyf beidio â dweud

**C15** Ydych chi'n ystyried bod gennych unrhyw anabledau neu anawsterau dysgu? **TICIWCH UN BLWCH YN UNIG**

- Ydw
- Nac ydw
- Mae'n well gennyf beidio â dweud

**C16** Sut wnaethoch chi gwblhau'r arolwg hwn? **TICIWCH UN BLWCH YN UNIG**

Ni chefais lawer o help, os o gwbl, gan fy athro neu diwtor   
Cefais help gan athro neu diwtor i ateb y rhan fwyaf neu bob   
un o'r cwestiynau

**DIOLCH YN FAWR IAWN AM EICH HELP.**